IDENTIFICATION OF FACULTY INFLUENTIALS IN THE DECISION-MAKING PROCESS OF THE MULTIPURPOSE UNIVERSITY

By

JOSEPH BRASELTON COOK

UNIVERSITY OF FLORIDA
1968

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

There are increasing demands that the colleges and universities of today take an ever greater role in shaping and directing the lives of the citizens of our society. Because of the rapid expansion, complexity and technical nature of modern day society, our nation must come to depend more and more on the development of its human resources in the form of college-level educated men and women. Prator (17, p. 1) has described the increasing scope and magnitude of the role of universities as follows:

> An ever increasing percentage of college age youth is attending institutions of higher education. Campuses are increasingly the centers of community intellectual forums and cultural affairs. Colleges are accepting responsibilities of directional influence on national and international affairs. So important have institutions of higher education become that they well may be determining factors in the destiny of the world.

How well equipped are our universities to assume a role of leadership in our society? How viable are these institutions? Are they merely reflections of what power groups in our society think and want? Or do the institutions themselves generate change, innovation, new ideas and provide insights to help our society continue to grow and to meet the challenges it faces, both internally and externally? Traditionally, the heart of any university has been the faculty with its freedom and spirit of inquiry, its readiness to speak out on vital

1

issues and its willingness to share knowledge, new ideas and information. If the faculty is free to exercise these traditional prerogatives, then it might be assumed that the university has the opportunity and capacity to remain a viable and contributing organization for the advancement of culture and society.

The faculty, however, does not exist in a vacuum but as a part of a highly structured institution which has the means of determining goals, procedures, policies and more generally, its own way of governing itself. If the university cannot govern itself as a faculty, it is questionable as to how long it will remain a healthy, viable, and changing organization, meeting its own internal challenges of self-control and the external challenge of leadership for our society. The crucial area of concern for this study, then, has been the breadth and scope of faculty involvement in the institution's process of self-governance.

A single multipurpose university was chosen so that an intensive, in-depth study could be conducted. A preliminary study was made of the sample representing the faculty-at-large in order to determine their perception of the issues, leaders and means of policy determination open to faculty participation. The leaders who received sufficient nominations by the faculty sample were interviewed in depth to determine their views of the issues named by the faculty. Also, they were given the opportunity to nominate other leaders if they desired to do so.

The formal organization of the university chosen for this study has been examined by McCoy (13). His report, along with other sources, is used in chapter 2 to describe the institutional setting in which the decision-making process functions. His study examined the

formal aspects of the decision-making process above the level of department chairmen. The results of his study are contrasted with the results of the present study where appropriate so that the multipurpose university and its decision-making process may be better understood.

Statement of the Problem

The focus of this study is on the decision-making process and the participants in that process as it functions within a multi-purpose university. The major questions being asked about this process and the leaders are: (1) Who are the faculty influentials in the decision-making process? (2) What are their characteristics? (3) Does this group differ substantially from the formal hierarchy? and (4) How does the decision-making process function?

Sub-problems:

(1) What are the major issues or problems which have confronted the multipurpose university and its colleges for the past three years?

(2) What is the process of issue resolution?

(3) Who is influential in guiding the issues to their resolution?

(4) What kinds of issues do the influentials feel are important?

(5) Which influentials are department chairmen and which are not?

(6) How do the faculty influentials attempt to influence the formal decision-making process?

(7) Concerning issue resolution, are there issues where the administration acts as the primary or dominating force, or where the faculty acts as the primary or dominating force, or where there is shared authority between the administration and the faculty?

Need for the Study

In the introduction, the importance of the role of the university in modern day society was considered. There is little doubt concerning the value of the university and its contribution to the continued growth and development of our society. In a sense, the faculty should be considered as the heart of the institution in that it is the locus of academic ferment and the potential for change and innovation. If this reservoir of energy is to be fully and effectively used and our society benefited, the faculty must participate as full partners in the process of determining the policies by which it will function. How did matters stand at the time of this study? There had been little research on the multipurpose university related to the interaction between the informal and formal decision-making processes, a state of affairs which had been determined by Blocker and McCabe (5), Blocker and Hastings (4), and by a thorough search of the literature prior to commencement of this study. Kimbrough (10) had pointed out that there was a great need to study the informal organization and its role in the decision-making process. Because some administrators have not understood that achieving democratic participation is no simple matter, they have tried to implement democratic procedures too quickly and too abruptly without preparing their faculty and, "the results have been disastrous for many faculty organizations and individuals" (10, p. 238).

Research was needed so that through a better understanding of how large, multipurpose universities make decisions, we will be able to implement procedures and organizational structures which will produce more democratic participation.

Related Studies

In a review of the research on the administration and organization of higher education, Doi noted that the whole area is "virgin territory for research" (8, p. 357). A thorough review of the literature has revealed some studies, however, which relate to the present study. In the following paragraphs, studies which were generally related to the present one are presented, followed by others which are more directly related.

Concerning organization and decision-making in colleges, Doi noted that, prior to 1960, research "meant the identification and analysis of the formal structural aspects of an institution" (8, p. 347). Also, studies prior to 1960 contributed to "an oversimplified, misleading view of the nature of authority and decision-making in an academic organization" (8, p. 347). The studies that were being done appeared to concentrate on identifying common practices, duties of officers, administrative policies and practices, and the like. However, with the arrival of the '60's a need was felt to research the behavioral patterns of the members of colleges and how the members actually related to each other.

Brubacher (6) and Levine (12) explored various aspects of the situation confronting the faculties of colleges and universities. Levine in particular raised what is seen as a most disturbing avenue in many quarters when he discussed the prospects for faculty unionization (12, p. 263). If this avenue of organization were taken by faculties, far-reaching changes would probably occur in our universities with a resulting never-to-be forgotten impact on our society.

Henderson pointed out that research in business and industry has shown how effective goals may be developed when there is reasonable participation in the development on the part of those who will be affected. He argued for "governance through group participation in decision-making" (19, p. 80) for colleges and universities, pointing out that because of their strong tradition of collegial spirit and action, they are well suited for this method of governance. However, no research at all was cited for colleges and universities.

Argyris (2) has more recently been one of the strongest proponents of participation in the decision-making process by those affected. He stresses the need for organizations to be so structured that they lend themselves not only to production and satisfaction through performance of the individual members but more importantly to produce growth and change of the individual. Too often organizational structures of the past have tended to reduce the humans who man them to mere cogs in a machine. Instead of growth and development occurring which are natural to man, regression and destruction are the results. There is no reason to believe that this phenomenon is not also operant to some degree as a result of the current organization of our universities.

Burns (7) described as a major weakness the failure of colleges and universities to provide for an institutionalized process for decision-making. He pointed out that as colleges grow larger, they retain a network of informal relationships which are characteristic of the methods developed by smaller colleges as a means of solving their problems. Through their review of research findings, Berelson and Steiner (3) report findings which lend support to Burns' thesis. They have found evidence to support the contention that decisions made

to solve immediate problems often determine the ultimate character of
an organization. A study of the formal decision-making structure of an
institution of higher education by McCoy (13) found that there was
a tremendous lack of clarity as to who made the critical decisions which
may be considered as further evidence of an apparent happen-stance
nature of decision-making in some institutions of higher learning.

The study conducted by the AACTE (9), American Association of
Colleges for Teacher Education, in 1955, attempted to directly assess
the state of affairs concerning the questions being raised by the
present study. The title, "Faculty Participation in College Policy
Formulation and Administration" (9), illustrates the intent of the
AACTE study. A comparison between the AACTE study, a similar one
conducted by Morrison (15) and a study by the AAUP (16) reported in
1955, caused the author of the AACTE study to conclude:

> That the potentialities of faculty cooperation in policy
> determination and administration are being increasingly
> recognized within the colleges of this country has been
> demonstrated beyond doubt in this bulletin.

and

> An analysis of current practices in 225 colleges indicates
> that substantial change has taken place in the direction
> of increased faculty participation in college policy formu-
> lation and administration in recent years. (p. 33)

Although the research presented by AACTE undoubtedly showed
a trend toward greater faculty participation in policy formulation,
one is left to speculate as to the depth and the effectiveness of
the participation. This concern is born out by the author of the
article who notes that the respondents to the questionnaire were
usually deans or presidents whose "replies may be somewhat biased"
(9, p. 21).

Blocker and McCabe (5) used several dimensions including the influence dimension to study the informal organization and its relation to the curriculum in several junior colleges. Their study differs from the present one in two substantial ways: (1) the size and complexity of the junior colleges being studied was considerably less than the university being considered in the present study and (2) the questionnaires used were of a quite different nature from the ones administered in this study. Their study demonstrated that: "the attributed influence dimension offered an indication of the perceptions of influence by the members of the system" (5, p. 107); that the same approach could satisfactorily be applied in other educational institutions, and those with influence in curriculum matters were identified.

Blocker and Hastings (4) conducted a study for the purpose of analyzing and identifying the influence structure within a four-year state-supported college. Their analysis examined two dimensions of administrative activity: general college policies, and curriculum with emphasis on the latter. The title of the study, "The Informal Organization in a State College," would lead one to assume that the authors were interested in informal organization. However, results of the study did not identify an informal organization. In fact the subject was not mentioned which may have been a result of the procedures used which focused on the formal organization, not allowing an informal organization to emerge if there had been one. (These observations are made to draw attention to the possibility of identifying an informal organization and influentials through the use of procedures proposed for the present study, procedures which are different from those employed in the Blocker, Hastings study (4).)

The review of the status of research in the organization and administration of colleges and universities has previously been noted in this study. However, it should not go unreported that research has been done "in the past by reputable scholars and practicing administrators, but within different contexts than those now available" (8, p. 357). The new techniques and concepts developed by the behavioral and other sciences, such as the "interactional or group" approaches noted by Morphet, Johns and Reller (14, p. 127), allow for new and more productive approaches than those of the past. The present study will apply some of the new approaches, especially those developed by Kimbrough and Johns and their research assistants (11, p. 75). It was hoped that from the present study some new light would be shed on problems which have long faced colleges and universities and thereby aid the institutions to find better solutions than those of the past.

Definitions

1. Decision-making process - the series of actions through which individuals or groups resolve or consider issues or problems.

2. Faculty-at-large - total faculty of the multiversity excluding members of the administration above the level of department chairmen.

    Faculty - is the faculty of the college or department under discussion unless otherwise noted. Also, the administration above the level of the department chairmen is not included.

3. Formal organization - the organization within the multiversity which has been formally structured by legitimate authority for the purposes of decision-making and the implementation of decisions.

    Formal contacts - are those interactions between members of the organization which are made in accordance with the procedures established by the formal organization.

4. Influence - the attributed capacity to affect the decision-making process.

5. Influential - a person in the organization who is attributed a high degree of influence. In this study, it is a person named by three or more of those interviewed.

6. Informal organization - a group of faculty members who interact informally with each other more than with outsiders in an attempt to influence college or university policies.

7. Issue - a problem or point of consideration about which there is a diversity of opinion which requires action to be taken. Issues for purposes of this study, were determined through use of Interview Guides I and II.

8. Multipurpose university - a large university which has several different colleges and a variety of field service programs. The term as used in this study is meant to carry the implication of community and statewide influence. Such pervasive influence which the multipurpose university has at its command is generated through its many faceted programs. There are agricultural extension programs, a variety of programs conducted by the college of education, college of medicine and engineering, to mention only a few. Also, the law school, for example, might be viewed as one center of political activity which has statewide implications.

Limitations

1. The study was confined to the faculties of major graduate-undergraduate colleges within a single multipurpose university.

2. Agencies or persons outside of the college studied who influenced the decision-making process were not included in this study. The evidence of their influence was noted.

3. Issues and decisions which had confronted the faculties of the colleges during the three years preceding the study were considered. Two or three issues for study were selected from each college.

Assumptions

1. There are individuals and groups within the colleges of the multipurpose university which exercise influence in an informal manner in the decision-making process.

2. Use of the techniques for identification of influentials in the decision-making process as developed and used by

Kimbrough, Johns and their researchers at the University of
Florida (18) were appropriate for use in this study.

3. Identification of the influentials and an analysis of the
   functioning of the decision-making process for several of the
   major colleges would allow inferences to be made about the
   decision-making process for other colleges within the
   university.

4. A random sample of faculty drawn university wide were inter-
   viewed and indicated the issues which the faculty at large felt
   were important.

Hypotheses

It is hypothesized that:

1. There are faculty members who are influential in the decision-
   making process.

2. A relatively small number of the faculty participate in the
   decision-making process.

3. Most major issues are decided by the same influentials rather
   than by different groups of individuals from issue to issue.

4. University wide influentials are also influential within their
   own colleges.

5. The influentials interact more with each other than they interact
   with non-influentials.

Procedures*

Phase I

Eighty-eight members of the faculty at the multipurpose

university were randomly chosen for the faculty sample. Only those

who were in residence on the main campus and who had been members of

the faculty for more than three years but less than twenty years

were chosen for inclusion in the sample. During the initial phase

of the study, Interview Guide I was used for the purpose of identifying

important issues and influential faculty members as they were perceived

---

*Procedures are a modification of those employed by Kimbrough, Johns
  and their associates (11).

by the sample. Also, data were collected in connection with the sub-
problems identified earlier so that tentative answers could be
suggested for questions inherent in the study.

Phase II

From information obtained from the faculty sample through
their answers to the questions contained in Interview Guide I, Interview
Guide II was constructed so that the leaders identified could be inter-
viewed. Four of the specific issues named by the sample were chosen
for inclusion in Interview Guide II. These issues were specific
enough so that when the leaders indicated their own stand, their posi-
tion would be clearly shown. The specific issues are named in part
1 of Appendix C. Three issues which were general in nature and were
named by the faculty most frequently were included as "global" issues.
A method of evaluation was devised so that a comparison could be made
between leader response to the issues and faculty sample response.

Also, twenty-five faculty influentials were identified
by the faculty sample in response to Interview Guide I. The influentials
thus identified were then included in Interview Guide II so that the
leaders might rate each other and determine the degree of attributed
influence each possessed. The leaders were given the opportunity to
name other persons whom they felt should be included on the list of
leaders. No others received a sufficient number of nominations to be
included in the final ranking of the leaders.

As a part of Interview Guide II, the leaders were also
asked to respond to the same series of questions relating to the

sub-problems which had been asked of the faculty. A comparison of the responses from leaders and faculty sample was therefore made possible.

Organization of the Study

I. Introduction

    A. Statement of the Problem

    B. Need for the Study

    C. Related Studies

    D. Definitions

    E. Limitations, Assumptions, Hypotheses

    F. Procedures

II. A Description of the Multipurpose University

    A. Internal Organization and Agencies of the University

    B. A Study of Formal Internal Decision-Making at a University

III. The Faculty, the Leaders, the Issues and the Agencies of Decision-Making

    A. The Faculty Sample

    B. The University Leaders

    C. The College Leadership

    D. University Issues

    E. College Issues

    F. Leader Characteristics

    G. Analysis of the Issues

    H. Agencies of Participation and the Faculty Role in the Internal Decision-Making of the University

IV. Findings

CHAPTER II

A DESCRIPTION OF THE MULTIPURPOSE UNIVERSITY

The multipurpose university selected for this study is described in the following paragraphs. It is not the purpose of this study to describe any particular multipurpose university but, rather, to study a single, representative institution in depth so that more will be known about the university as an organizational entity. Some of the facts and figures used in the descriptive process were either altered or omitted to protect the anonymity of the particular institution studied. Similarly, it was not the intent of this study in any way to reveal the identity of those leaders and faculty who participated. Personal data given by the individuals involved have been presented in a fashion which will insure as much as possible their anonymity.

Characteristics of the University

The focal institution is a large multipurpose state supported and operated university located in the Southeastern United States. Founded in the middle part of the 19th Century in a small community, it originally had a very small enrollment. Through the years it had grown gradually. After World War II, like many other universities, it made giant strides in its overall growth. Today, it has an enrollment approaching twenty thousand students. There are several hundred buildings comprising the physical plant of the main campus covering

many acres. The university also owns other acreage in the state for the purpose of operating some of its highly developed and extensive specialized programs.

The university has a wide variety of programs offered at both the graduate and undergraduate levels. The offerings are divided among fifteen or so colleges and schools encompassing curricula found in most modern, large, multipurpose universities. Some of its individual faculty as well as departments and colleges have achieved considerable national recognition. Substantial financial assistance has been received by the institution from federal sources in support of its building and research programs. The library has considerable holdings dispersed among its many branches.

Governance of the University

The policy manual including the constitution of the multipurpose university studied was the source used for the description of the institutions and agencies discussed in this section. Quotes and references are omitted to further maintain the anonymity of the institution.

The state of location operates and gives financial support to the university although major aid is received from the federal government. In addition to receiving some aid from private sources, students are charged fees which are used by the state in support of the institution.

The state legislature is ultimately responsible for the university but it has created an ex-officio state board of education to which power has been delegated to operate the schools of the state

including the university system. A board of regents, however, is the agency most directly involved in the governance, operation, maintenance and control of the university system. The regents' relationship to the state board of education is one in which the board of regents acts in conjunction with, but at all times subject to the control and supervision of the state board of education. This provision gives the state board of education control over higher education when it desires to exercise its power. The governor may exercise a great deal of influence and power over the university system. In addition to sitting as a member of the state board of education, he appoints new members of the board of regents as their staggered appointments come to an end. During his tenure the governor, who is not a member of the board of regents, may have the opportunity to make several appointments to the board.

Within the limitations described, the board of regents has jurisdiction over and complete management and control of all the several institutions of higher learning in the university system. It has a number of specific powers and responsibilities such as: establish policies for operation of the state university system, establish and disestablish schools and departments within each university; approve programs and services to be offered in each of the institutions under its control; review and approve the legislative budgets of all institutions in the state university system; allocate funds; and adopt operating budgets for the university. The board of regents with the concurrence of the state board of education appoints the president of the university.

The Administration of the University

The president is the chief executive officer and is charged with exercising general supervision over all its activities. He has considerable power over the affairs of the university in that he is given plenary power, under the board of regents, in all matters not otherwise provided for in the university constitution and by-laws. Furthermore, he has veto power over all actions of committees, college faculties, the councils and the university senate.

Other administrative officers of the university, such as, vice-presidents, directors, deans and department heads, are recommended to the board of regents by the president.

The administrative council of the university acts as a cabinet advising and conferring with the president on all policy matters of general university concern. The administrative council is an ex-officio body with the following as members: the president, vice presidents, deans of the colleges, dean of men, dean of women, and all staff officers who report directly to the president in areas concerning policy, budgets and other matters.

The university senate, which is to be discussed later, is influential in setting policy in certain facets of the university's operation.

Academic Organization of the University

In many ways, the university is organized like other similar academic institutions. In some ways, however, the university which is the focus of this study has its own unique pattern. A description of that pattern follows.

The colleges are the main large academic units of which the institution is composed. As noted earlier, there are some fifteen colleges and schools which are organized to teach students, conduct research and grant degrees. Subject to the approval of the university senate, the president and the board of regents, the primary function of a college or its committees is to exercise control over the academic affairs of that college.

The chief executive and administrative officer of each college is the dean who also functions in this capacity for the graduate school. The dean is appointed by the president with the approval of the board of regents. It is simply noted in the policy manual that the president gives consideration to the opinion of the faculty in determining who he will recommend for appointment as dean. The dean is responsible to the president for the administration of the college.

The department is the fundamental unit of academic and administrative organization within the university and the chairman is generally responsible for its activities. The chairman of a department is nominated by the dean after consulting with a committee from the departmental faculty elected by the tenured members. The nomination must then be approved by the president and the board of regents.

The graduate school generally supervises graduate programs within the university, sets minimum standards of admission and performance, and recommends to the president candidates for graduate degrees. Actual operation of the graduate program, however, is vested in the individual colleges, divisions and departments. The university graduate council, composed of elected members from the graduate faculty, assists the dean of the graduate school in being the agent of the

graduate faculty for execution of policy. The dean is chairman of the graduate council.

The University Senate

The university senate is described as the legislative body of the university. In this capacity, the senate takes cognizance of and may legislate with respect to matters concerning more than one college, school or other major academic unit as well as matters of general university interest. The senate is specifically empowered by the university constitution to legislate with respect to such matters as: educational policies of the university; creation of new degree programs; abolition of degree programs; establishment of criteria for faculty appointments, promotion and tenure; and setting the university calendar. However, as was noted earlier, the president of the university may veto any action of the senate. Also, the board of regents may override action taken by the senate or it may even amend the senate constitution if it desires.

Membership in the senate may be gained by any one of several avenues. The president, members of the university council and all full professors are automatically members of the senate. Also, fifty tenured faculty are elected from the associate and assistant professor ranks of the various academic units of the university in proportion to the faculty of each of the schools and colleges of the university.

The mechanics of senate functioning is much like that of similar bodies but items should be mentioned which may or may not normally appear. With full professors predominating the list of potential senate activists, it may be assumed that the body may tend

to represent the senior members of the faculty. The elected members from the associate and assistant ranks have membership for only two years and as such may participate in about twenty-four to thirty meetings before they are up for re-election. One elected member who was interviewed as a part of the study indicated that this is scarcely time enough to become acquainted with many of the other members or to understand the workings of the body much less to become a "proper" functioning member.

Another interesting feature of senate operation is that the president of the university is the presiding officer unlike similar legislative bodies in public government where the presiding officer is elected.

The senate has a number of committees which play a part in its functioning. The most important one is the steering committee whose main function is agenda control. Any senate member can propose an item for inclusion on the agenda but this is done in writing to the steering committee which consults with the president in referring the item to appropriate committees. After consideration the item is then returned to the steering committee where it is placed on either the information or action calendar for eventual consideration by the entire senate.

It should also be noted that faculty who are not members of the senate may attend meetings but they cannot take the floor unless specifically called upon.

The American Association of University Professors (AAUP)

The local chapter of the American Association of University Professors is said to have a paid membership of over four hundred which is about one-fourth of the faculty of the university eligible to participate. Literature (1) published by the national organization indicates that the purpose of the organization is advancement of the ideals and standards of the academic profession and promotion of faculty welfare. The "organization has been long involved in defining and defending principles related to professional ethnics, academic freedom and tenure, and college and university teaching" and "in recent years has assumed growing responsibility for improving faculty salaries, increasing faculty participation in college and university government, and in shaping the relationship between government and higher education" (1). It is noteworthy that the AAUP is planning a national survey on college and university government.

The local chapter of the AAUP appears to have been active in several spheres, both formally and informally. A recent report* by the president of the local chapter gave the following specific examples of faculty action through the AAUP during the last two years: a brochure prepared for members of the legislature which presented the needs for the entire university system of the state; statement of position in a recent tenure case; a detailed and extensive statement of recommendations concerning the governance of the university which was prepared for the president of the university; financial and other support for the state teacher organization in its recent activities;

*Source not cited so that the institution may remain anonymous.

recommendations for changing the senate committee on professional relations.

The Student Newspaper

One more institutional organ should be noted at this point. The university under consideration has a daily student newspaper. It appears to give very thorough and complete coverage to campus happenings and some coverage of national news. The paper is completely developed and published by the student staff. Only on rare occasion has the faculty dominated student publication board interfered openly with student operation or with what the editorial staff has printed. Therefore, with one or two notable exceptions the student newspaper seems to be a very important source of information which is not constricted or limited in its coverage or in its own sources of information.

A Study of Formal Internal Decision-Making at a University

The following discussion of the formal internal decision-making process was drawn from a study by McCoy (13). His study was conducted on the same institution which is the focus of this report. McCoy interviewed sixteen top and middle echelon administrators, two of whom were interviewed as a part of the research conducted for the present study. For his study he developed and used a questionnaire-interview guide. Generally, the purpose of his study was to assess the extent of collegial development in an institution of higher education. Additionally, he was concerned with the extent to which the internal decision-making of the organization followed the formalized lines prescribed in policy manuals and organizational charts of the university.

In the treatment of the data, to determine the extent of collegiality or bureaucracy characteristic of the university McCoy applied the assumptions underlying the traditional (bureaucratic) and emerging (collegial) theories of administration. He found that the university, as embodied in the leaders interviewed, may be characterized "as having a traditional concept of administration" (13, p. 19). Also, he found that "leadership is generally confined to those having status positions. Most decisions are made by either the governing board (the board of regents), the president, or vice-presidents with certain exceptions. Based upon these criteria, it may be justifiably concluded that the university is properly placed in the sphere of the traditional role of administration" (13, p. 19).

Elsewhere in his study, the university was shown to operate in a somewhat collegial fashion in the following areas (13, p. 27): faculty recruitment; evaluation of faculty for promotion, pay increases; and determination of academic rank. (A reminder should be made at this point, that the findings of McCoy's study are in terms of the way matters are seen by the administration). The university was seen as operating in a bureaucratic fashion in the following areas (13, p. 27): final authority for dismissal of academic personnel; presiding officer at senate meetings; determination of policy on academic freedom; and appointment of committees.

In his concluding remarks, McCoy discussed some of the implications suggested by his data (13, p. 29). Since his original statements were comprehensive, they are not presented in their entirety here, but are summarized as follows: (1) The university is ridden with committees. (2) The senate itself is a system which is closed to

inputs except from those who have time and rank on the faculty.

(3) Students are alienated from the decision-making process.

(4) The faculty is almost entirely excluded from the decision-making process. (5) A tremendous lack of clarity as to who really does make the critical decisions exists at all levels. (6) A study of the informal decision-making process may shed light on some of the internal workings of the structure. (7) With reference to the fact that his study was made using the view of the top echelon administration, McCoy states that "the view from the top looks bureaucratic - from the middle and the bottom it might even look autocratic" (13, p. 31).

As the data are presented and discussed in the present study, McCoy's study will be considered periodically and where appropriate comparisons of data and findings will be made.

Personnel Changes

A number of changes of personnel have recently occurred at the university and a number are pending. The most important change occurred in the fall of 1967 when the former president of the university took employment elsewhere. The new president had been in office only four months when this study was completed. From a discussion with aides of the president, it appeared that since he had been involved such a short time, his responses to the questionnaire would be inappropriate. Therefore, he was not interviewed, and it was impossible to interview the former president. Since the present study was most concerned with members of the faculty with influence, interviews with the president, while they might have been helpful, were not indispensible. One other top leader was unavailable because of a relatively severe

illness. Also, it is noted that several of the leaders interviewed
were to be employed elsewhere the year after completion of the study.

CHAPTER III

THE FACULTY, THE LEADERS, THE ISSUES
AND THE AGENCIES OF DECISION-MAKING

The Faculty Sample

Since this study was primarily concerned with faculty leader-
ship within the multipurpose university, it was deemed appropriate to
interview a representative sample of faculty to determine their
views on a number of matters. During the interview, questions were
asked about faculty leadership, university wide issues, and college
wide issues. Also, information was gathered on how the sample felt
about agencies and bodies within the institution available for faculty
participation.

The sample characteristics are shown in Table 1. Full time
teaching equivalent figures (FTE) published by the university were
used as the unit of measurement to determine the equivalent number
of faculty employed in each college. In Table 1, there are instances
where the samples actually drawn are not in the same proportion to
the actual total university faculty. The differences between the sample
percents and the FTE percents, however, are small and balance out
overall.

As might be expected the large colleges were well repre-
sented and consequently it is much more likely that the views of the
faculty sample concerning college issues and leaders are representative

26

TABLE 1

DISTRIBUTION OF FACULTY SAMPLE

College or School	N*	FTE	% TOTAL FTE	% ACTUALLY DRAWN
Agriculture	10	144	11.4	11.3
Architecture and Fine Arts	6	87	6.8	6.8
Arts and Sciences	22	295	23.3	25.0
Business Administration	4	88	6.9	4.5
Education	8	103	8.1	9.0
Engineering	11	126	9.9	12.5
Health Related Professions	1	25	2.0	1.2
Journalism	1	22	1.7	1.2
Law	1	32	2.5	1.2
Medicine	9	125	9.9	10.2
Nursing	1	25	2.0	1.2
Physical Education	6	44	3.5	6.8
University College	8	155	12.2	9.0
N - 88		1271	100.2	99.9

*Abbreviations are: N - number of faculty; FTE - full time equivalent faculty; % Total FTE - % of the total FTE calculated for each category; % Actually Drawn - % of the total actually drawn calculated for each category.

of the total college faculty. In the instances of small colleges, where only a sample of one was drawn there was the possibility that one person may not have represented the college issues. When the sample is considered from a university wide view, the sample size was found to be quite adequate.

After the interviews were completed, it was the opinion of the researcher that the original sample drawn was most productive. All the original eighty-eight faculty drawn for the sample were interviewed. Most were very cooperative and informative. It appeared that some would have talked at length about the subjects being raised had there been time. A few were somewhat hesitant but responded "satisfactorily." Eight were foreign born and of these, three were not very conversant with the inner workings of the university even though they had been members of the faculty for three years. It is suspected that cultural differences were mainly responsible for their lack of knowledge.

Other Faculty Characteristics

After the first few faculty interviews, it became evident to the researcher that terminology developed by Presthus (18) to describe an actor's personal accommodation with an organization could be employed to advantage in the present study. After each day's interviews, the researcher reviewed the material collected along with his subjective reactions to the faculty member who had been interviewed and rated the faculty according to the scale shown in Table 2. Also, included in Table 2 are modifications of the terms developed by Presthus. The terminology has been modified so that an actor's perception of his accommodation with the organization may be shown along with his related behavior.

TABLE 2

FACULTY PARTICIPATION AND INTEREST LEVEL IN UNIVERSITY AFFAIRS.*

Upward-mobile	Ambivalent	Parochial-Specialist	Indifferent	Refers to Codes 1-6	Total in each category	Sub category totals
In attitude and action 1.	In attitude 2. and action 3.	In attitude and action 4.	In attitude and action, i.e., profession oriented 5.	In attitude and action toward University and profession 6.			
	5			6		7	
	5					7	
2 ↑	5					24	
2 ↑	5					4	
4 ↑	5					10	
4 ↑	5			2 →		3	61
4 ↑						1	
2 ↕						3	
2 ↕						1	
3 ↕						1	
3 ↕		5				4	
4 ↕				6 →		6	
4 ↕						3	
4 ↕						1	20
3						3	3
2 ↕						2	
2 ↕	4 →					1	3
1		5 →		6 →		1	1
						Total-88	Total-88

*The terms upward-mobile, ambivalent, and indifferent are from Presthus (18) and have been modified for use in this study. The terms as used here refer to the faculty member's attitude and activity in relation to his perception of the university. Arrows when used like this ⟷ refer to the changeability of the faculty member from issue to issue. He is split about 50-50 between categories. When the arrow goes away from a number, e.g., 4 ⟶ 5, this means that he is primarily rated in the 4 category but changes from time to time to behave in the fashion described in category 5. Parochial-specialist is a term which was created to describe certain faculty and as such represents a further modification of Presthus' terminology.

Before discussing the results of rating and categorizing the faculty, the categorical terms used should be defined. Statements by Morphet, Johns and Reller (14) adapted from Presthus (18) are used for definition:

Upward-mobiles become 'organization men' and internalize organizational values that become premises for action. Personal goals are synthesized with organizational goals. The upward-mobiles recognize authority as the most functional value and are sensitive to authority and status differences. They tend to perceive their superiors as non-threatening models and their subordinates with organizational detachment.

Indifferents adapt to big organizations by withdrawal and redirecting their interest to non-organizational activities. Since they lack identification with organizational values, they withdraw from organizational activities and decisions.

Ambivalents exhibit dysfunctional behavior in relation to both personal and organizational goals. They depend upon rational values that might be in conflict with the values of the hierarchical organization. The ambivalents are a source of conflict, but they provide the insight, motivation and the dialectic that inspire change. Therefore, the conflict created by ambivalents is considered as a creative catalyst.

Although the typology developed by Presthus was found adequate for describing the adjustment or accommodation of some faculty with the organization, it was not adequate to describe all the behavior encountered. Another category, parochial-specialists, was developed and added to the other definitions. Also, each category has been modified so that the faculty member may be described either as having an attitude and acting in terms of it or simply passively displaying the attitude. The resulting typology, modified after the one developed by Presthus, was found adequate to characterize all the various accommodations utilized by the faculty in coping with or adjusting to the university as an organization. The parochial-specialist is defined as follows: The parochial specialists identify with the goals of their profession, i.e.,

teaching and research, but they do not appear to be in sympathy or to
have internalized the organizational goals of the total university. In
sum, they seem to be saying that they like their work but do not want to
be bothered with the university as a totality.

Examination of Table 2 reveals that the largest single cate-
gory is 4 ←—— 5 which contains twenty-four faculty. The main rating
for the category is a 5 which indicates that the faculty are basically
parochial-specialists and as such primarily identify with the goals of
their professions and not particularly with the goals of the organization.
However, from time to time a university issue arises which might interest
a faculty member in this category and he becomes ambivalent in thought
although not in action. The latter characterization is indicated by the
4 rating with an arrow from the 5 to the 4. Another, and perhaps more
useful way to interpret the 4 ←—— 5 category is to say that the 5 indicates
a faculty member who is primarily profession oriented most of the time
but, as indicated by the 4, has the potential of becoming at least an
ambivalent in thought. Using this latter line of reasoning, it may be
seen that there are eleven other faculty who are primarily rated as a
5 who have the potentiality for becoming ambivalents.

In category 4, there were twenty faculty who were rated
primarily as ambivalent in attitude. There were only three ambivalents
who might be described as "activists," that is, who rationally decide
their stand on an issue and then actively support their position. In
category 2, there were two upward-mobiles having potential for becoming
ambivalent in attitude. Summarizing all the categories discussed so far,
it may be seen that there are sixty faculty who were potential ambivalents

in thought or are already ambivalents (this includes the three activists). This was approximately two-thirds of the faculty sample.

The simplest way of viewing the matter was to take the number which were prime to each category, and characterize them by the definition of the category. Following this line of reasoning, the sixty-one rated primarily as 5 indicated that approximately 70 percent of the faculty sample were parochial-specialists meaning they were professionally oriented rather than university or organization oriented. In the subjective view of the researcher, 70 percent appears to accurately and realistically represent the state of affairs. In like manner, using the twenty in category 4, only slightly better than 20 percent of the sampled faculty were ambivalent in thought concerning university affairs. Finally, only a little over 3 percent of the faculty were ambivalents in both attitude and action. Combining both methods of interpretation, it would appear most accurate to say that only about one fourth of the faculty are ambivalent in attitude and about two thirds are parochial-specialists and as such are primarily interested in their own work.

University Leaders as Selected by Faculty Response (factor X_1)

From interviews with the faculty sample using Interview Guide I, displayed in Appendix B, a list of approximately one hundred leaders was compiled representing all of the faculty nominations for leaders with university wide influence. It was decided on the basis of evidence obtained from previous studies on community power structures, that those leaders with three nominations would be chosen for interview and further study. Using the above criteria, twenty-five faculty and administrative

members of the staff were selected as the top leaders based on the nominations of the faculty sample.

Examination of Table 3 shows how the faculty ranked the leaders. Of the top ten leaders named by the faculty sample, four are faculty, four are administrators above the level of department chairman and two are department chairmen. It is interesting to note how the nominations drop from a level of thirty-five for the top leader, leader B, to just six nominations for leader J. This represents a range of from thirty-five nominations down to six, a difference of twenty-nine nominations with only seven leaders represented in the "drop-off" range. This is interpreted to mean that there are only a few top leaders who are viewed by the faculty as having extensive university wide influence.

During the interview, Leader B was named by many faculty in an almost automatic fashion. If he was named, he was almost always named first and without hesitation. He apparently enjoys wide prestige among the faculty. Many know him through his activities in the senate as well as his continuing activity in the local chapter of the AAUP. His activities are also frequently covered by the student newspapers and on several occasions by the state newspapers. Although it appears he has some influence at state levels in matters other than those directly pertaining to the university, he was rarely discussed in this connection. Leader B has been described by other faculty as having "a hundred or so irons in the fire." If one of his projects falls through or fails, it apparently bothers him little because he has many more projects to which he may devote his energies. He was also described as a person of influence because for years he had been developing a communications and influence

TABLE 3

UNIVERSITY LEADERS AS SELECTED AND RANKED

BY FACULTY RESPONSE (FACTOR X_1)

Leader	Number of Times Named	Rank		Leader	Number of Times Named	Rank
B	35	1		U	5	11
A	22	2.5		K	4	16.5
E	22	2.5		O	4	16.5
D	17	4		P*	4	16.5
C	15	5		V	4	16.5
H	8	6		M	3	22
J	6	7		R	3	22
F	5	11		S	3	22
G	5	11		T	3	22
I	5	11		W	3	22
L	5	11		X	3	22
N	5	11		Y	3	22
Q	5	11				

*Faculty member P received several unsolicited votes for his influence at the state level. The president was mentioned in passing in this connection.

network among his peers and with the administration through which he
might exercise influence. It appears that he has been quite successful
and that his influence has been for the betterment of his university.
It is generally recognized that leader B has not sought publicity or
fame for personal aggrandizement but whatever fame he has achieved has
been a by product of his many and varied activities within the insti-
tution.

Leader P has achieved considerable stature nationally and in
the state in which the university is located. He received several
unsolicited nominations in this connection, more nominations in fact
for his reputation beyond the university than he received for his reputa-
tion within the university. His activities were reported from time to
time by the student newspaper but he was much more frequently quoted
and his activities described by state newspapers. He served frequently
as a consultant to state, national and local agencies of government.
Although he had achieved fame and had been before the public in many
ways, his recognition was achieved as a by-product of his work. His
reputation and national stature have in many ways been of real benefit
to his state, university and his own college.

University Leaders as Selected and Ranked
by Leader Response (factor X_2)

Using Interview Guide II (Appendix C), the leaders named by
the faculty sample as having university wide influence were interviewed.
Interview Guide II allowed a leader to add to the list any others whom
he felt qualified as leaders. Although approximately another thirty or
so were named, no single additional leader received sufficient nomina-
tions to be added to the original list. Due to the fact that no

consensus could be developed for any other individuals named, it was concluded that the original list named by the faculty sample was comprehensive and as such further interviews were not considered necessary. Many of the leaders helped lend validity to this contention by their remarks during interview. Several made comments to the effect that "they're all there," or "that they couldn't think of anyone else to add."

As noted earlier, two of the leaders were not interviewed, one due to illness and one was the president who is new to the university. Their absence accounts for some of the discrepancies which appear to occur in some of the figures in Table 2. Any other discrepancies may be accounted for by the fact that there were a few instances where a leader did not know enough about some other leader to rate him.

Of the top ten leaders rated in Table 4, six are administrators, two are department chairmen and two are faculty. The figures seem to suggest that in a bureaucratic organization it is recognized by the leaders that sooner or later the status leaders would have the final voice in decisions and the leaders with more informal power would have to subject their power to that of the status leader. This appeared to be quite evident in this study due to the nature of the circumstances surrounding the president's tenure in office. The fact that he had been in office only a short time, caused many of the leaders interviewed to say that that they were rating him high in influence in spite of the fact that he had not yet exercised much influence. Their ranking placed him near the top of Table 4. A comparison of Tables 3 and 4 suggests another possibility. Status leaders were rated more highly by the overall leadership in the organization but among the lower echelons the more informal leadership tended to rate higher. The informal leadership is

TABLE 4

UNIVERSITY LEADERS AS SELECTED AND RANKED

BY LEADER RESPONSE (FACTOR X_2)

Leader	Response by category					Total points	Extent of* influence	Rank
	(5)	(4)	(3)	(2)	(1)			
A	18	4				106	4.82	1
I	15	5	1			98	4.67	2
C	13	8	2			103	4.48	3
B	14	5	2	1		98	4.45	4
F	8	2	9	3		81	3.68	5
D	3	10	6	1	1	76	3.62	6
K	5	6	6	3	1	74	3.52	7
E	1	8	9	4		72	3.27	8
M	1	6	12	4		73	3.17	5
L	3	7	4	6	2	69	3.14	10
O	1	8	8	5	1	72	3.13	11
W	2	4	10	3	2	64	3.05	12
S		7	7	3	3	58	2.90	13
G		1	16	2	1	57	2.85	14
N	1	4	7	8	1	59	2.81	15
R		2	13	4	2	57	2.71	16
H		6	7	5	4	59	2.68	17
Y		2	9	4	3	46	2.56	18
P		1	11	5	3	50	2.50	19
J	1	1	8	6	4	49	2.45	20
X		1	6	12	1	47	2.35	21.5
U	1	1	7	10	4	54	2.35	21.5
T			7	10	2	43	2.26	23
V			7	9	5	44	2.09	24
Q			6	11	5	45	2.05	25

*Extent of influence computed by dividing total points by number of responses.

more responsive and more accessible to the individual faculty members while the upper echelon leadership is more oriented toward forces beyond the external boundaries of the institution. Also, the status leadership has control over the financing of any elements within the internal boundaries, thus ensuring ultimate control internally.

Leader Participation in the Issues (factor X_3)

This phase of the study appeared to have differentiated less clearly and definitely the ranking among leaders than either X_1 or X_2 as may be seen by examination of the rank column in Table 5. Too many of the leaders were tied with the same number of nominating points and therefore too many ended with the same rank. However, the data were still useful as a moderately definitive indicator of participation to be of use in the final assessment of leader rank.

An important factor which emerges from the data in Table 5, is the amount of participation in the issues by the faculty. Of those who ranked in the top ten with respect to issue participation, three were administrators, two were department chairmen and five were faculty members. All five of the faculty named were members of the AAUP and the senate and these two bodies provided the means by which they were able to participate. Of the two department chairmen, one is an activist in AAUP and both are members of the senate. The three administrators were members of the senate.

Factor X_3, then, does serve as a balance to the other factors previously considered in that it places part of the premium on a leader's actual participation in issue resolution.

TABLE 5

LEADER PARTICIPATION IN THE ISSUES* (FACTOR X_3)

Leader	Issue 1	2	3	4	5	Total	Rank**
F	1234	1234				8	4
N			1234	----		4	22
J			234	1234		7	9
K	1234	2 4				6	14
S	2 4		234			5	18.5
D	1234	1234				8	4
G			1234	1234		8	4
M			2 4	1234		6	14
Y	----					0	25
O			2 4	2 4		4	22
X			234	234		6	14
B				1234	1234	8	4
W	2 4			2 4		4	22
C	1234			1234		8	4
L	234		2 4			5	18.5
P	2 4				1234	6	14
A	1234	1234				8	4
V	2 4			1234		6	14
R	2 4			1234		6	14
E	1234	1234				8	4
U			----	1234		4	22
T			234	1234		7	9
I				1234		4	22
H			234	1234		7	9
Q			234	234		6	14

*Criteria for involvement: 1= two or more others recognize;
2 = states self as involved; 3 = recognition by self and one other;
4 = subjective view of researcher.

**Ranked on total amount of participation.

University Leaders Ranked by Combing

Factors X_1, X_2, and X_3

Table 6 shows the factors which combined to give the total of each leader's ranking on each of the three scales previously discussed. These rankings were combined into a total composite score from which the final ranking for each leader was derived. Examination of the column entitled "University Function" shows where the top leadership functions within the university hierarchy with respect to status within the hierchy. The administrators tended to cluster in the top half of the distribution. It should be remembered, however, that these are the top level administrators for the organization, i.e., president, vice-presidents, provosts, and deans. The department heads and faculty were scattered throughout the rankings with more of their rankings in the lower half of the overall ranking than in the upper half.

It was interesting to note that there were department heads and faculty who apparently have considerably more influence than deans or vice presidents who appeared in the ranking. Also, there were other top level administrators who do not even appear in the final ranking and were obviously viewed as having negligible influence. This phenomenon may be attributed to the original casting of the study, i.e., it was to identify "faculty" influentials. By the very nature of this study, there may have been a tendency to preclude more of the administrators who were from the purely administrative and business aspects of the operation of the university. A definitive answer to this question will have to await future studies. The more likely answer to the problem, though, probably lies in consideration of the university's main function in society.

TABLE 6

UNIVERSITY LEADERS RANKED BY COMBINING FACTORS X_1, X_2, X_3
(SUMMARY RANKING)

Leader	Ranking by Faculty X_1	Ranking by Leaders X_2	Ranking by Issue Participation X_3	Rankings Combined X_1 X_2 X_3	Final Ranking	University Function*
A	2.5	1	4	7.5	1	A
B	1	4	4	9	2	D
C	5	3	4	12	3	A
D	4	6	4	14	4	D
E	2.5	8	4	14.5	5	F
F	11	5	4	20	6	A
G	11	14	4	29	7	F
H	6	17	9	32	8	F
I	11	2	22	35	9	A
J	7	20	99	36	10	F
K	16.5	7	14	37	11	A
L	11	10	18.5	39.5	12	A
M	22	9	14	45	13	F
N	11	15	22	48	14	F
O	16.5	11	22	49.5	15.5	A
P	16.5	19	14	49.5	15.5	F
Q	11	25	14	50	17	D
R	22	16	14	52	18	D
S	22	13	18.5	53.5	19	D
T	22	23	9	54	20	F
U	16.5	24	14	54.5	21.5	F
V	11	21.5	22	54.5	21.5	F
W	22	12	22	56	23	F
X	22	21.5	14	57.5	24	F
Y	22	18	25	65	25	D

* A - a full time administrator above the department head level,
D - a department chairman, F - a member of the faculty.

The mainstream of university life is not buildings, grounds, finances, etc., although these factors certainly frame the activity; rather, it is the business of knowledge and knowledge involves the teaching faculty. Therefore, it would seem that any study which involves the mainstream leadership of the university is going to discover the academic leaders as the main line influentials.

Leader Membership on Committees

All faculty have the opportunity to exercise informal leadership or influence but to be really effective their voice or influence must sooner or later be heard through formal or recognized bodies. The various committees of the university senate, AAUP, and those appointed by the president offer ample opportunity for participation in decision making and the exercise of influence. Of course, the very act of appointment by the president to the various committee positions over which he exercises control is an act of exercising influence on his part. Perhaps, it should also be noted, in passing, that the McCoy (13) study indicated that there appeared to be far too many committees at the university, that maybe the institution was simply overloaded with them.

In any case, there was fairly wide-spread committee participation by the leaders. Examination of Table 7 reveals there exists some relationship between leader rank and number of committees to which the leader belongs. Committee membership in the case of the university senate and the AAUP also acted as an indicator of potential for influencing the action of those bodies. Further, as shown in Table 7, the greatest participation in committees by the top leaders was in the presidential committees. There was also somewhat of a clustering of

TABLE 7

LEADER MEMBERSHIP ON AAUP SENATE
AND PRESIDENTIAL COMMITTEES

Leader	Presidential committee	Senate committee	AAUP	Total committees	Total areas*
A	12 (7C)	2 (c)		14	2
B	1	1	1	3	3
C	6 (2C)			6	1
D	2	1		3	2
E	1	1	2 (P)	4	3
F	7 (26)**			7	1
G	2		2 (C)	4	2
H	1		2 (VP)	3	2
I	***			3	2
J		1	2	3	2
K	2 (C)			3	2
L	8 (C)			2	1
M		2 (c,5)	1	8	1
N		1		3	2
O	4			1	1
P	****			0	1
Q				0	0
R	1			0	0
S		1 (c)		1	1
T			2 (c)	1	1
U				2	1
V				0	0
W	2	1		1	1
X	1		2 (T)	3	2
Y	1			1	1

*Indicates membership in how many of the three areas.
**C indicates committee chairmanships and number of, P indicates president, VP indicates vice-presidents, T treasurer and S secretary.
***Leader has access to more than 50 presidential committees and as presiding officer of senate has access to its committees.
****Some of the leaders have been members of numerous committees in the past even though at the time of writing they were not members of any of the committees considered.

membership in the AAUP committees by the top leadership but it was secondary to that of the presidential committees.

Table 8, a variation of Table 7, shows that two leaders belong to committees in all three realms. These two leaders were department head and a faculty member and were closely associated with each other and among the top ten leaders. Their broad access to committees may be a matter of their influence or vice versa, but in any event they do have access to all three major avenues of participation.

Leadership Within the Colleges

Table 9 presents the results of the section of Interview Guide I which asked the faculty to name the leaders within their own colleges. Also, the relation of the university wide leaders is shown with respect to their membership in the various colleges. Of the top ten leaders, five were from the college of arts and sciences, one from the medical center, one from the college of business and three from the central administration. Of the next five leaders, one each comes from agriculture, arts and sciences, central administration, education and university college.

The index of diversity of leadership is simply an attempt to show the range of participation in leadership in the college as a function of the number of persons named by the faculty as leaders. Those named were included if they had at least one or more nominations. The index of diversity of college leaders with strength is a different matter. This index takes into account only those leaders with strength as shown by numbers of nominations received.

TABLE 8

COMMITTEE PARTICIPATION TABULATED BY SOURCE OF APPOINTMENT

Source of committee appointment	Number of leaders holding membership
AAUP, Senate, and Presidential	2
Senate and Presidential	4
Senate and AAUP	2
AAUP and Presidential	3
One committee only	11*
None	3

*8 belong to presidential committees only, 2 belong to senate committees only and 1 belongs to an AAUP committee only.

TABLE 9

LEADERSHIP WITHIN THE COLLEGES

·College	University wide leaders	Total of within college leaders named	Within college sample	Index of diversity of college leadership*
1. Agriculture	1	20	10	2.00
2. Architecture and Fine Arts	0	15	6	2.50
3. Arts and Sciences	7	42	22	1.91
4. Business	3	13	4	3.25
5. Education	3	19	8	2.37
6. Engineering	1	25	11	2.27
7. Health Related Professions	0	0	1	0.00
8. Journalism	0	2	1	2.00
9. Law	1	0	1	0.00
10. Medicine	3	20	9	2.22
11. Nursing	0	0	1	0.00
12. Physical Education	0	7	6	1.16
13. University College	1	20	8	2.50
	20**			

*The index of diversity of leadership was derived by dividing total of college leaders named by the college sample.

**Five of the twenty-five top leaders were in the central administration and are not included here.

| Within College leaders named as function of strength | | | | | Total | College sample | Index of diversity of college leaders with strength* |
2	3	4	5	6 & up			
4	3	1	1		26	10	2.60
4		1			12	6	2.00
8	5	2		1 (10) 1 (8)	57	22	2.59
1	1				5	4	1.25
5	1	2	2	1 (6)	37	8	4.63
6	2		1		23	11	2.09
					0	1	0.00
					0	1	0.00
					0	1	0.00
4	2				14	9	1.55
					0	1	0.00
4					8	6	1.33
7					14	8	1.75

*Index of diversity of leaders with strength was derived by dividing college leaders named as a function of strength by the college sample.

The first index, diversity of leadership, shows that the first five colleges are ranked as follows: business, university college, architecture and fine arts, education and engineering. Two of the colleges, business and education have three leaders in the university wide group, university college has only one, while engineering and architecture have none. The first four of the five colleges have at least two characteristics in common: they are relatively compact in terms of the faculty being physically near each other and they are "mid-range" in terms of the size of their faculties. Both of these characteristics would appear to enhance members of the faculty coming to know each other and the opportunity for leadership to develop. The faculty interviewed in the college of physical education indicated there "just weren't any leaders in the college outside of the dean." People grouped together in informal clusters but that was the extent of any potential for leadership other than that exercised by the dean.

The second index, concerned with the diversity of leaders with strength, shows the top five colleges ranked as follows: education, agriculture, arts and sciences, engineering and architecture. The college of education is ranked considerably above the other colleges. This seems to indicate that within the college there were factors which tended to promote leadership and/or select faculty with leadership potential. It is possible that the very nature of the profession, that is, it is a behavioral science concerned with human growth and development and with leadership and the act of educating or teaching itself, caused the college more than others to develop greater leadership within its boundaries.

University Wide Issues According to Faculty Response

As a part of the interview with the faculty sample, each faculty member was asked to identify what he considered to be the most significant issues or problems which had confronted the faculty of the university in the last three years. This question leads off Interview Guide I. Also, as a part of the question the faculty was supposed to identify the leaders or influentials involved in the issues and the resolution of the issues. It was discovered by the researcher during the early interviews that the faculty generally was aware of issues but most of the time could not name particular individuals in connection with any given issue. Therefore, it was decided to ask the faculty to name as many issues or problems that they cared to and then identify all of the faculty they considered as having university wide influence. This latter procedure turned out to be quite productive of both leader names and issues.

Table 10 shows the results of faculty responses to the questions concerning university wide issues. It is noted that faculty responses were mixed between naming specific issues, e.g., tenure for faculty member "Z," and naming more general or "global" issues, such as, financial problems. Even when pressed to be more specific about a global issue many faculty could not because, as most indicated, they simply did not know enough about specific issues other than the current ones being reported in the student newspaper. They were generally aware of the problems facing the university faculty and in a sense the issues identi- fied may be viewed as the kinds of issues generally facing faculties in similar kinds of universities.

TABLE 10

SUMMARY OF UNIVERSITY WIDE ISSUES
ACCORDING TO FACULTY (N = 88) RESPONSE

Rank	Issue	Number of Responses
1.	Financial problems *(37) and related (12)	49
2.	Faculty Promotion, rank, tenure, salary (25) tenure for faculty member "Z" (11)	36
3.	Concern for students, e.g., student rebellion, unrest, freedom, scholarships, etc.	26
4.	State political interference*	25
5.	Concerns for university, e.g., going down hill, loss of faculty, too large, etc.	25
6.	Leadership of university, e.g., vacancies, parochialism, etc.	21
7.	Academic freedom* (17) and related (4)	21
8.	Administrative control of university, e.g., chain of command functioning, autocratic administration, etc.	20
9.	Job of faculty, e.g., over-emphasis on research, too much rabble rousing, de-emphasis on research, etc.	15
10.	Academic program	12

*These responses were originally worded in the same way, others have been categorized.

Financial problems headed the list which seemed to indicate faculty concern for the whole university, its program, stature, facilities and, in general, the reputation among universities. Everywhere the researcher was met with this phrase, "if this is going to be a first rate university," which was taken as direct evidence of the concern by the faculty for having and being a member of a top university.

Most of the issues in Table 10 are of the global variety although the more specific issues may be identified by examining the list and they are: tenure for faculty member "Z"; loss of faculty - a number of specific examples were given; leadership vacancies; shift from trimester to the quarter system; proposed reorganization of the college of arts and sciences; and elimination of ROTC as a required program. Four of these specific issues were chosen for inclusion in the questionnaire developed for interviewing the leaders. The three global issues were also submitted to the leaders for their ranking but the specific issues, even though they seemed not to be uppermost in the mind of the faculty, were chosen for inclusion because they gave the opportunity for a leader to choose one way or the other. The specific issues in this sense could elicit a definite stand whereas the global issues were not as susceptible to a definite choice of alternatives.

Also, it is interesting to note that most of the issues of concern to the faculty were not ones which affected them directly. Their concerns seemed to be more objectified in that they named issues which appeared more institutional and not subjective. Of course their concern for salary, rank, and tenure were right at the top but most of the issues and problems appeared to be those which beset their institution and not themselves.

College Issues According to Faculty Response

Table 11 shows what the faculties perceived as issues or problems within their own colleges. Presumably these were the problems which affected them most directly. There is some parallel between Tables 10 and 11 in that the more subjective matters such as salary and promotion, etc., seemed not as important as more professional, university or objectified matters, such as, academic program and the like. It was interesting to note that some problems were felt more acutely by some colleges than others. For example, the college of education was currently in the throes of examining some matters pertaining directly to its academic program and this was rather strongly reflected in the tabulation of responses. On the other hand, arts and sciences was concerned with problems of leadership as was architecture and fine arts. Engineering seemed to have trouble getting enough state money to match federal funds so that it may continue to draw in large sums of federal monies to finance ever expanding programs. The faculty of the college of architecture indicated that its strong major problem was space and facilities, yet they had one of the newest and most modern structures on campus. Most of agriculture's salary problems arose out of the fact that their researchers were apparently paid less than the teaching faculty. The faculty of arts and sciences appeared to truly have a space and facility problem. The departments were spread around among the oldest and most dilapidated structures on the campus. One department head in the college had resigned effective a year later. His resignation was directly related to the poor facilities in which his faculty was

TABLE 11

SUMMARY OF ISSUES WITHIN EACH COLLEGE
ACCORDING TO FACULTY (N - 88) RESPONSE

1. Academic programs, curriculum

2. Leadership problems, securing and maintaining, vacancies

3. Inadequate financing, inadequate state support

4. Salary disparities, salary

5. Job of the faculty

6. Maintain and recruit faculty

7. Space shortage, lack of equipment, facilities

8. Organizational structure, e.g. department organization, etc.

9. Understaffed

10. Shortage of students, qualified students

11. Trimester to quarter shift

12. Promotion, rank, tenure

13. Establishing relationship with other colleges in university

14. Concern for students

15. State political interference in college affairs

16. Growth

17. Lack of political support at state levels

18. Our work not appreciated

TABLE 11 -- Continued

Rank	Total	AG	Arch	AS	Bus	Ed	Eng	HRP	Jou	Law	Med	Nurs	PE	UC
1	37	2	1	7	3*	8*	5	2*			5		1	3
2	28	4	5*	8*	1		4		1	1	4			
3	25	6	1	5	2	2	6*			1				2
4	16	7*			1	2					4	2		
5	16	2		5		2	2	1					3	1
6	14	2	1	3	1						7*			
7	14	1	4	5	1				1			2		
8	13	1		3	2	2						1		4*
9	7			1	2							4*		
10	6	4		2										.
11	5			3									1	1
12	5			1	1						2			1
13	5	2	1											
14	3			3										
15	2	1	1											
16	2			1								1		
17	1								1					
18												1		

* Model College Issue.

housed. The college of medicine had a problem recruiting faculty because, generally, doctors could earn considerably more in private practice than they could teaching. The college of business seemed not to have any particularly acute problems, rather, its difficulties seemed to be of a more diverse nature.

A final comment should be made concerning the problems of the university and its colleges. If the problems named had been more specific in nature, such as salaries, understaffing and the like, it seems the solutions indicated might have been simpler and more direct. When an institution is faced with many pervasive problems, such as, lack of leadership, political interference, student rebellion and unrest, loss of faculty and lack of financial support, it has problems which defy quick and easy solutions. Also, it appears that much of the solution is beyond the university itself.

Leader Ranking of Specific Issues

As a part of Interview Guide II, the leaders were asked first to rank the specific issues which had been chosen from those given by the faculty. The results of their ranking of the issues are shown in Table 12. The most significant issue, emerging from their ranking was the question of "who governs the university?". This came out of the free category, i.e., from the opportunity to write in any other issues which were causing them concern or ones that they thought were more important than those listed. It seemed quite reasonable that the leaders would be more interested in a question like who governs the university than one such as abolishing the required aspect of ROTC. From where the leaders view the organization, the question of governance was certainly the most fundamental concern.

TABLE 12

LEADER RANKING OF SPECIFIC ISSUES

Issue	Ranking*
Specific issues written in by the leaders (the "free" issues). Some examples given: Who governs the university?** Selection of high level administrators Free speech Student participation	2.68
Shift from trimester to quarter system	3.00
Tenure case of faculty member "Z"	3.24
Proposed reorganization of the college of arts and sciences	3.61
Abolishment of ROTC as a required course of study	3.76

*An average ranking computed by dividing total nominations by the number of leaders making the nominations.
**7 leaders responded to this issue with 6 first place nominations and 1 second place selection. Other issues listed as "free" issues seldom received more than 1 nomination.

Leader Ranking of Combined Issues

Table 13 displays the results of leader ranking of the combination of the specific and global issues which were given by the faculty. In this part of Interview Guide II, the leaders were asked to give specific instances which represented the global issues named by the faculty. Finally they were instructed to rank all of the issues, both the specific issues taken from the faculty and the examples which they had given for the global issues. It is noted that the leader was also ranking any additions which he had made as a free choice under the specific issue category.

Following the above procedure, several possible factors were allowed to operate. The leaders were first given the opportunity to rank the specific issues and to show by way of the free choice area if there were other issues which they thought were more important. (It has already been noted there was another issue which they thought was more important). Next, they were asked to define the global issues, thus taking them out of a more nebulous state and making them more amenable to ranking because of greater specificity of meaning. Also, by following this procedure the global issues were still linked to how the faculty had rated the issues and comparison between leader and faculty response yet remained possible.

The results of ranking of the combined issues by the leaders show some separation between the global issues (which are now defined) and the specific issues into two more or less distinct groupings. The global issues, including the free category, are in the upper half of the ranking and the specific issues are in the lower half. Further evidence of the differences in halves is noted in the magnitude of the difference

TABLE 13

LEADER RANKING OF THE COMBINED GROUPING OF ISSUES,
INCLUDING THE SPECIFIC AND GLOBAL ISSUES

	Issue	Ranking*

1.	Political interference from state level
	  Some examples given:**
	  Governor is attempting to dictate choice of
	    president of university
	  Education TV censorship
	  Political interference generally
	  (Several governors were named once or twice
	    on several other matters)
		2.74

2.	Lack of adequate financial support
	  Some examples given:
	  Lack of funds for staffing
	  Lag in faculty salaries behind
	    first rate institutions
	  Loss of faculty and key faculty
		2.86

3.	Specific issues written in by the leaders
	  (the "free" issues)
	  Some examples given:
	  Who governs the university?
		3.55

4.	Academic freedom
	  Some examples given:
	  Speakers on campus and TV censorship
		4.00

5.	Case of faculty member "Z" (tenure)	5.79
6.	Abolishment of ROTC as a required course of study	6.15
7.	Shift from trimester to quarter system	6.26
8.	Proposed reorganization of the college of arts and sciences	6.47

*An average ranking computed by dividing total nominations by the
  number of leaders making the nominations.
**The examples given are nominations which were frequently made.

between issue 1 and issue 4 in the top half, a difference of 1.26 and the difference between the halves which is 1.79. It seems evident that the leaders place more value on issues 1 through 4.

The issue of who governs the university has gone from first place on Table 12 to third place on Table 13. The issue of who governs, however, is very similar to issue 1, political interference from the state and issue 2, lack of adequate financial support. In a sense all three of the issues noted were from the same category in that they all stemmed from the question of the university and its relation to its supra-environment, i.e., the state government which in particular includes the governor's office, the state board of education, and the board of regents. When viewed from the perspective described above, there was every indication that the leaders of the university were very much concerned about the institution and its place in the scheme of things statewide.

Generalizing in this fashion from the data, is not to exclude another possible meaning inherent in the question of who governs. In the opinion of the researcher there was also much concern on the part of some of the faculty leaders with respect to how the process of governance shall function within the internal operation of the organization. These leaders definitely wanted more power for the faculty in the process of decision-making but they recognized that the question of internal governance was interlocked in many ways with the question of how much external control should be exercised on the university.

Leader Mutual Support and Choice of Friends

Figure 1 shows the results of mutual choices among leaders concerning support for each other in putting across projects. The

FIGURE 1

Supporting Data

LEADER CHOICE OF SUPPORT IN PUTTING ACROSS
A UNIVERSITY OR COLLEGE WIDE PROJECT*

```
A.  F  D  B  C  E  I
B.  A  I  D  K
C.  NONE
D.  B  A
E.  B
F.  N  J  K  D  G  B  R
G.  B  X
H.  E
I.  NONE
J.  B  A  E
K.  F  J  S  D  G  Y  O  X  B  C  L  A  R  I  H
L.  I
M.  A
N.  B  M  W  J  H  E  P
O.  I
P.  N  S  B  W  A  E
Q.  A
R.  B  A
S.  D  B  A
T.  B  A  E  U
U.  V  T
V.  F  V
W.  B
X.  S  B
Y.  D  C
```

*The underlined letters represent mutual choices.
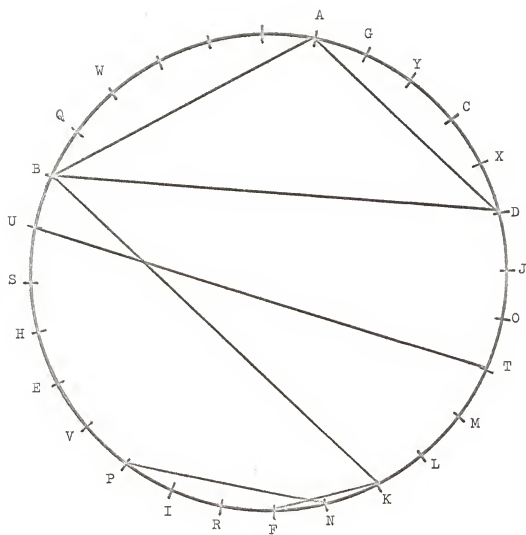
FIGURE 1

tabulation of responses which provided the data for Figure 1 was taken from Interview Guide II. As may be seen the question was not very productive. As mentioned earlier, two of the leaders were unavailable for interview which had some effect on this particular question. Also, during the interviews it was not apparent that many of the leaders understood that they were to name only one other leader.

In response to the question concerning who would cause them "trouble" in putting across a university wide project, a total of only four or five names were given by the leaders.

Figure 2 which shows mutual choice of each other as friends was much more productive than the question represented by Figure 1 in spite of the fact that several leaders indicated that there were none of the other leaders that they would classify as a friend. Of the nine leaders who were mutually selected three or more times, three were administrators, four were faculty and two were department chairmen. Four of the nine are AAUP members and all are senate members. Of the top three, two are faculty, both active in the AAUP and one is an administrator, top level, but not a member of the central administration. Considering the entire group, one is from the college of business, one from education, two from medicine, one from law, one from the central administration and three from arts and sciences. A review of the positions of overall leader ranking reveals that just about all levels are represented. The following rankings are represented: 1, 4, 6, 7, 11, 14, 18, 20 and 21.5. In addition to representing a network of friends which is somewhat interlocked, the leaders chosen mutually, also represent a communications network. In light of the fact that many rank levels are represented and the fact that this is a network of interactive individuals, there is

FIGURE 2

Supporting Data

LEADER'S CHOICE OF FRIENDS*

```
A.  C  D̲  E  F̲  G  H  I  J  R̲  X
B.  NONE
C.  NONE
D.  K̲  Y̲  O  C  A̲
E.  J̲  G̲  X  B  H̲
F.  N̲  K̲  D  G̲  O  B  C  L̲  A̲  V̲  R̲  T  Q
G.  F̲  N̲  J  S̲  M̲  X̲  B  W̲  V̲  R̲  E̲  U  T̲  H  Q
H.  NONE
I.  NONE
J.  N̲  E̲
K.  F̲  D̲  G  Y  O  C  L̲  A  R̲  I  H
L.  F̲  K̲  O̲  C  A  I
M.  N̲  G̲  B̲
N.  J̲  G̲  M̲  B  W̲  L  P̲  E  H
O.  F̲  D̲  L̲  A
P.  N̲  W
Q.  NONE
R.  F  K̲  G̲  Y  B  C  A̲  V  U  Q
S.  NONE
T.  J  G̲  X  V̲  E  U̲  H
U.  V̲  T̲
V.  F̲  G̲  U̲  T̲
W.  N̲
X.  G̲
Y.  D̲  C
```

*The underlined letters represent mutual choices.
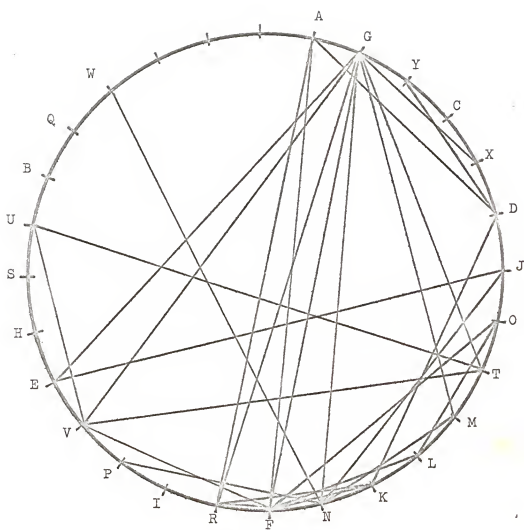
FIGURE 2

every indication that this is a highly effective network for "getting things done" and keeping each other informed of various activities.

Leader Characteristics

In Appendix A, the data taken from the General Information Questionnaire are displayed. The salient characteristics of the data are discussed in the following paragraphs.

All the leaders have advanced degrees. Most are over forty years of age, with sixteen of the twenty-three being over forty-five. There is only one female in the group. Most of the leaders are married with none being widowed or divorced. Although most of the leaders were married, only about 60 percent had children.

None of the leaders was a native of the state of location although nine had lived there longer than twenty years. One of the leaders had lived there less than four years and had achieved leader status even though he was only a department head in the formal organization.

Most of the leaders were full professors with many having held the rank for some time. Of the twenty-three interviewed, there were: six department chairmen, one dean, one division director, two vice presidents, two provost and eleven faculty members. Most of the leaders had served on at least one other faculty of another university and in many cases had taught more than two years at the other institutions.

The average number of professional organizations belonged to was six. The average number of offices held in those organizations was three. The leaders had received numerous academic honors and most had served as consultants. Between them they had published over six

hundred books, journals, articles and other kinds of publications for an average of better than thirty per leader.

All but one of the leaders was a member of the university senate. The leaders belonged to an average of two other organizations other than those connected with the university or their professions.

Less than half of the leaders had military experience. None of those who had been in the military were on active duty for more than five years.

Of the nine leaders who had been employed by agencies or businesses other than a university, the average time of employment had been only about five years.

The average leader worked about fifty hours a week when all of his activities, both university and profession oriented, were included.

Analysis of the Issues

As a part of Interview Guide II, the leaders were asked to respond to a series of questions concerning the issues which had been named by the faculty. They were not asked to respond to all four issues but only to two or three. Or, the leader could elect to respond to one or two specific issues named by the faculty and could write in an issue of his own choosing for the "free issue." An analysis of the leader response to the questions concerning the issues has been made in the following paragraphs.

Issue: Shift from Trimester to Quarter Calendars

The origin of this issue requires that some history be reviewed to put the discussion in a more complete perspective. Early in the sixties, the legislature of the state passed a law requiring state

universities to go to some form of year-round operation. Apparently there was widespread feeling that greater economy of operation could be gained through more intensive use of facilities at the state universities. The decision to go to year-round operation eliminated the semester system as an alternative. The first choice of a new calendar system was the trimester plan which divided all but a few weeks of the academic year into three equal terms. The plan was put into effect and rather soon received some fairly adverse publicity. However, after several years it seemed that most had adjusted to the new plan and were becoming accustomed to it in spite of a lingering desire to return to the semester calendar plan.

The leaders interviewed reported that the governor of the state and the board of regents next decided that the trimester calendar plan was no longer acceptable and that the universities would have to go to some other calendar plan. However, this meant that whatever plan was chosen would still have to be a plan for year-round operation as stipulated in the law passed earlier by the legislature. This really left only one alternative and that was the quarter calendar plan. As a number of the leaders pointed out, the board of regents simply resolved the issue by stating what the new calendar plan was to be and that was the quarter plan.

Examination of the leaders' statements shows rather conclusively that they felt that the faculty was opposed to the change unless it was to return to the semester system. Of the thirteen leaders who responded to the question asked concerning this issue, seven were opposed, and gave as their reason support of the semester plan. Three of the leaders were neutral on this issue, while three leaders supported the shift

to the quarter plan. Of the three leaders who supported the change, one was an upper echelon administrator and the other two were department heads. Also, the evidence indicates that once the decision was made the job of the administration then became one of trying to sell the faculty on the new plan and to ensure its implementation.

Other discord was generated as a result of the shift in calendar systems. The faculty had anticipated a certain raise which was to result from the shift to the quarter system but they did not receive as much of a raise as they had anticipated. Their resulting disappointment appeared to cause additional resistance to the quarter system.

Examination of the leader rating of the handling of the issue reveals that six of the leaders felt the administration exercised either dominance or primary control. Three felt the administration and the faculty shared authority and another felt the faculty was dominant because of its continued opposition to any plan other than the semester system. Of the three who felt that none of the possible choices of the item applied, two said the whole matter was decided beyond the university and therefore the faculty and staff had no alternative but to comply.

Review of this issue and the action taken has shown a case where a powerful body of the state, with both executive and legislative powers, decided on a course of action at odds with the opinions of the professionals who were faced with the task of execution. The members of the faculty and staff had no alternatives and their discussions and resolutions went unheeded. They had only one choice, as did the students, and that was to comply.

Issue: Proposed Reorganization of the College of Arts and Sciences

   Although there appears to be some disagreement about how this issue developed, the evidence indicates that it originated within the administration itself. Apparently leaders within the college of medicine and leaders within the science departments of the college of arts and sciences felt the science departments could function more effectively if they were not a part of the college of arts and sciences. Specifically they wanted to establish three divisions in place of the college of arts and sciences. The divisions would encompass areas in the broad categories of science, social science and the humanities.

   As a result of the urgings of the leaders mentioned previously, the president and vice-president for academic affairs apparently initiated action through the senate for the proposed reorganization to be considered by that body. The senate appears to be the place where the issue was thrashed out and where it was concluded. The sciences segment of arts and sciences and elements from the medical center supported the reorganization of the college but the faculties of the history and political science departments, the college of agriculture and the social sciences and humanities faculties opposed the reorganization. The opposition groups were also joined by the faculty of the university college. It seems the main issue was joined at one juncture by a move to also include the reorganization of the university college, a proposal which brought others into the debate and greatly complicated the whole situation. The addition to the plan was to continue the courses offered by the university college but to have the faculties joined to the departments of their respective disciplines in arts and sciences. As a consequence the university college members also joined the other groups opposing the arts and sciences reorganization and the proposal was defeated.

Of the four leaders who chose to respond to questions concerning this issue, two were in favor of reorganization and two were not. Three of the leaders seemed to think that the faculty, or at least the faculty leadership in the senate, was the prime factor for the issue being resolved in the fashion that it was. Of the three who felt that the faculty was instrumental in the disposition of the issue, two were top leaders in the administration of the university.

It appears that the resolution of this issue is an example of how the faculty which was represented in the senate could defeat a proposal if there was enough real opposition to it. Because of some of the factors surrounding this issue, it is understandable that the central administration in a sense was not very enthusiastic about pushing for a solution which it would possibly have viewed with more favor. There were elements of the situation which could have been embarrassing and so it seems that the administration was content to see the matter dealt with by the senate. Since the matter died a natural death in the senate, that was where the matter ended. However, if the central administration had been more interested in a particular outcome, it seems evident that it would have worked at the matter quite differently.

Issue: ROTC - Eliminate as a Required Program

It is difficult to say just where this action originated since there is a variety of opinion concerning its beginning. Some leaders say that student protest caused the issue to come alive. Others say it was initiated by the senate steering committee. The administration had been named as the originator but others simply said that the faculty initiated the move to do away with ROTC as a required program. The

best evidence seems to indicate that the administration in response to
student and faculty agitation took action to change the program and
make it voluntary. Also, there was some pressure from certain ROTC
elements, especially the Air Force, in support of a voluntary program.

Apparently, action developed simultaneously in the senate and
AAUP to support a change to a voluntary program in ROTC. It is interest-
ing to note in this connection that there was great overlap in the
active membership and leadership of both the AAUP and senate. The
evidence indicates that the resolutions which were introduced were
received with wide support in favor of a voluntary program. Only slight
opposition developed in the senate from some members who apparently
cherished their military experiences and therefore wanted to insure
that others would be afforded the same opportunity. The resolution in
favor of a voluntary program which was passed by the senate was endorsed
by the president of the university and was forwarded to the board of
regents for their action. Also, a similar resolution had been passed
by the AAUP.

During the interview phase of this study, nine of the ten leaders
interviewed who chose to respond to this issue were in favor of making
the program voluntary. All of the nine leaders apparently worked actively
to carry the votes in the senate and AAUP in favor of their position.
Two of the top leaders on a personal and informal basis made contacts
with members of the board of regents. They asked for their help in
getting the board to respond favorably to the action recommended by the
university. In addition to all the support which had developed within
the university, it was official policy of the Department of Defense
of the Federal Government that ROTC programs be made voluntary.

This issue, unlike others in the study, showed that the leaders felt there was much greater faculty participation and sharing of author- ity, although they by no means felt the faculty was the leading force in the resolution of this issue. Of the ten leaders responding four felt the faculty and administration shared authority in this matter while two felt the faculty exercised the primary role. Four of the leaders split their nominations between administration as the primary authority and administration as the dominant force.

In a sense this issue is quite unlike most problems which face a university faculty or any other large organization. Here was an instance where the majority of students and faculty, the administration, the senate, the AAUP, the "liberals," some "conservatives," the president of the university and even a segment of the ROTC were to an extent united in common cause. The actions taken by the leaders in all areas appeared to harmonize and were concurrent. While action was being undertaken in the senate, the AAUP leadership had mobilized its forces both in the AAUP and in the senate to pursue an outcome which they deemed desirable. In the meantime student desire was expressed in a variety of ways but most notably through the student newspaper and student government. The final ingredient was the support of the administration, for as one leader put it, the administration being in favor of changing the program "tipped the scale" toward a favorable outcome for the resolution. Finally, it should be noted that the proposal for change of the ROTC program was disapproved by the board of regents.

Issue: Denial of Tenure for Faculty Member Z.

Many cases of tenure denial probably do not develop into a public debate and most are acted upon in a relatively short period of

time, but this particular case appeared to have violated any norms that might have ever been established concerning granting of tenure. It had been publicly debated in many newspapers, had generated much heated discussion in some quarters, and had put the university before the eyes of the state, if not the nation. The issue incubated and developed for some time and once brought into the open seemed to drag on at length.

The issue had its beginnings several years ago when faculty member Z was recommended for tenure by his two departmental chairmen (interdisciplinary staff), his dean and eventually by the entire faculty of his college. It seemed the dean of the college was asked to delay his recommendation for tenure until the following year because the state legislature was at that time considering funding for the university for the coming years and there was speculation that his recommendation for tenure might in some way prejudice their action against the university. Apparently, his dean assented and the tenure recommendation was delayed a year.

The next year, faculty member Z was recommended for tenure again but this time was turned down by a board (partly made up of senate elected faculty, presidential appointees and ex-officio members - from the administration including the president) designated to review personnel matters including recommendations for tenure. The recommending dean apparently felt that the reasons for denial were insufficient and again recommended Z for tenure and again the board's vote was negative, although this time the vote was much closer. Now the matter became a public issue with Z making an open and direct appeal to the new president of the university who declined to act in the matter which developed

before his administration began. Instead he informed Z of other avenues of appeal open to him within the university. One of the avenues was appeal to the senate committee which reviews such cases. This he did and this is where the matter rests at this writing.

A review of the evidence collected pertaining to this issue indicates little mystery concerning where the issue originated. There was also evidence to support the contention that the former president of the university did not want Z to become a tenured staff member. One of the other top leaders of the university and a member of the administration and personnel board also apparently felt the same way since he took action in the personnel board meeting to raise a cloud concerning approving tenure for Z.

As the issue developed, many groups, factions and elements came out in support of Z. The faculty of Z's college went on record in support of his tenure. Others in support were his department chairman, his dean, the student newspaper, state newspapers, student and faculty activists and a group of faculty who signed a petition on his behalf. The AAUP and its leaders apparently did not take an open position with respect to the issue other than to support and ensure that "due process be followed." This also appeared to be the position of many others of the faculty and some of the administration. Arrayed against tenure for Z were certain of the administration, the personnel board, some faculty and the former president of the university. It was suggested by a number of those interviewed that there was reason to believe that if tenure for Z was eventually recommended by the president to the board of regents that it would be disapproved.

Participation by the leaders, identified in this study as having university wide influence, had been extensive in the development and

action surrounding the issue. Out of a total of twenty-five leaders identified, at least seventeen of them had been very much involved in the actions taken. During the interview phase of this study, ten of the leaders chose to respond to the questions concerning this issue. Seven of the ten supported tenure outright while two were very much concerned with ensuring that due process be exercised. Only one of those responding said that he would deny tenure and that should be the end of the matter. A sizable number of leaders had worked through the AAUP in attempting to influence the administration and especially the new president, but they seemed to have gotten little response. Of the ten respondents, seven thought the administration had either dominated or had been primary in the handling of the issue. One felt that shared authority characterized the handling of the matter while two others felt it was simply an "adversary relationship."

Agencies of Participation and the Faculty Role in the
Internal Decision-Making of the University

A series of questions was included in both Interview Guide I (for the faculty) and Interview Guide II (for the leaders) which attempted to determine some of the views held by the faculty and their leaders in relation to faculty participation in the internal decision-making process of the university. The questions directly and indirectly attempted to determine attitudes and recommendations for change of the agencies for faculty participation. Series 1A through 1E, for example, asked questions about the university senate. Series 2A through 2C asked questions about the faculty's role in participation in university affairs permitting a number of possible suggestions to emerge. Next, question 3 asked if there were agencies, other than the senate, which

could represent the faculty in its relations with the administration, or the board of regents or others. Question 4 was designed to assess what the faculty and the leaders thought the part of the administration and the faculty ought to be in policy determination.

Although the questions obviously suggested certain elements to be dealt with in answering, they were open ended and the person responding had an "open field." When the answers were tabulated they had to be categorized to some degree because they often varied. In grouping the answers, great care was taken to retain as nearly as possible the meaning of the original response.

Tables 14 and 15 show how much knowledge the faculty and the leaders had concerning the function of the senate. A sizable number of the leaders viewed the functioning of the senate in a negative way and slightly more than half viewed it in a positive way, ranging from weak positive to fairly strong positive. The faculty responses revealed that about 60 per cent of the faculty sample viewed the senate in a positive light. Many of the faculty admitted to not knowing what the function of the senate was and it is suspected by the researcher that there were others who responded positively who in reality also did not know very much about the function of the senate.

The answers, of course, are probably somewhat mixed to the question of senate function. Some appeared to be responding in terms of what is stated in the policy manual as the function of the senate and some answered in terms of what they thought the senate function really was. In either case it was possible to rate the answer on a continuum from positive to negative and it may be said that more than half of the faculty sample and more than half of the leaders

TABLE 14

RESPONSE BY LEADERS TO ITEM 1A. (N = 23). WHAT IS THE FUNCTION OF THE SENATE?

	Negative view (8 responses)		Neutral view (2 responses)	Positive view (13 responses)	
	Delay matters, rubber stamp, run by the administration, no real power	Pressure outlet, a place to blow off steam		Advisory or recommending body	Represents faculty in setting policy	Set policy on circumscribed matters, act as a legislative body
Number of responses	8	2				
Number of responses				2	5	
Weak positive				5	1	5
						Strong positive

Total responses = 23

TABLE 15

RESPONSE* BY FACULTY TO ITEM 1A.(N = 88). WHAT IS THE FUNCTION OF THE SENATE?

number of responses	Delay matters, rubber stamp, run by the administration, no real power	wild bunch, beats me, noise makers	pressure outlet, a place to blow off steam	don't know
	15	3	5	17

─────── Negative view (18 responses) ───────   ─────── (Neutral view (22 responses) ───────

number of responses	sounding board	advisory or recommending body	represents faculty in setting policy	set policy on circumscribed matters	sets general policy
	6	8	17	17	5

── weak positive ──   ────── (Positive view (53 responses) ──────   ── strong positive ──

Total responses = 93

*Where are 5 double responses recorded in this table.

viewed the senate in a positive way. However, the data also suggested that more than half of either group viewed the senate as not much stronger than a recommending or advisory body.

Table 16 reflects the amount of knowledge the faculty sample had concerning the membership of the senate. If one assumes that people know most about those matters which are most important to them, then Table 16 presents an interesting picture. They know a great deal more about the possibility of faculty participation in the senate and relatively little about the possibility of administration participation. They know most about elected representatives and least about how the senate is governed as shown in the response to the question concerning the presiding officer. Based on the assumption mentioned above, it seems that the faculty most cherished an elective senate.

Only about half of the faculty were aware of the true composition of the university senate. This factor coupled with their limited knowledge of the senate's function indicated that the faculty in general did not have a very comprehensive picture of the senate with respect to its function or its membership.

Table 17 reveals that the leaders were in favor of changing the senate. The suggested direction of change was rather clearly towards a more powerful, smaller and elected body more representative of the faculty. At least a sizable group of the faculty generally could be said to agree with changing the senate as shown by Table 18. There was also a large number of faculty who simply pled ignorance. Lack of knowledge and not being qualified to comment seems to fit with the evidence presented earlier, that is, large numbers of the faculty were ignorant of how part of the senate membership was constituted

TABLE 16

RESPONSE BY FACULTY TO ITEM 1B. (N = 88).
WHAT IS THE MEMBERSHIP OF THE SENATE?

Number of faculty who know that there are elected members of the senate	61
Number of faculty who know that members of the administrative staff are ex-officio members of the senate	26
Number of faculty who know that full professors are automatically members of the senate	55
Number of faculty who know that the presiding officer of the senate is the president of the university	18
Number of faculty who know nothing about the membership of the senate	16
No response	2

TABLE 17

RESPONSE BY LEADERS TO ITEM 1C. (N = 23). SHOULD THE SENATE BE CHANGED?

Category	Number of responses
Senate is O.K. as it is, no change needed	4
── No change (4 responses) ──	
Abolish the senate	1
── Abolish it (1 response) ──	
Make it more effective, give it more power	5
Make it smaller	9
Make it more representative of the faculty	6
Make all members elected, proportionate to total faculty	10
── Change it (30 responses*) ──	

Total responses = 35

*There are several multiple responses included. The total response by individual leaders is 18 for this category.

TABLE 18

RESPONSE BY FACULTY TO ITEM 1c. (N = 88). SHOULD THE SENATE BE CHANGED?

	Senate O.K., as it is; is doing fine	no change	don't know; not qualified to comment
number of responses	7	12	37
	|—no change (19 responses)—| |—don't know (37 responses)—|

	yes give it more power	put in more faculty representatives	make the whole senate elected	open the senate to all faculty	university ought to be self governing
number of responses	9	9	8	4	5	2
		—moderate change—			—change it (37 responses*)—		—great change—	

Total responses = 93

*There are 5 double responses included. The total response by individual faculty is 32 for this category.

along with approximately 25 per cent who said they did not know the function of the senate.

Tables 19 and 20 show how the faculty and the leaders responded to the question "is the senate an influential body?". Although the leaders were generally positive in their answers, it can be seen that they thought the senate was not as influential as it ought to be. The faculty responses indicated that many of them viewed the senate in a positive way with respect to influence. The largest single response was "yes" but also the opposite and negative view had a large number of responses. Again, there were a fairly sizable number who professed not to know. Another way to view the data is from the point of view that the vast majority viewed the senate with reservations or professed not to know.

The data in Tables 21 and 22 appeared to give the most definitive answers yet in response to questions asked concerning the senate. The majority of the leaders' responses ran from an outright negative to stating that the senate represented the faculty to some extent. The larger part of the faculty sample did not feel that the senate represented the feelings of the faculty or represented them as well as it should. Once again there were a fairly large number who said they simply do not know.

Tables 23 and 24 represent a new line of questions concerning increasing faculty participation in university affairs. The leaders were split about even with respect to thinking there will be an increase in faculty participation in university affairs. Tables 24 and 25, both tabulating faculty response, were concerned with essentially the same question except the former question was concerned with the near future

TABLE 19

RESPONSE* BY LEADERS TO ITEM 1D. (N = 28). IS THE SENATE AN INFLUENTIAL BODY?

No	There for the image of the University, a special interest game	Little influence handles minor items, influence some issues	Moderately, partly	Not as much as it should be	Yes
Number of responses					
4	2	4	5	3	7
	——Negative (6 responses)——	——————————Positive (19 responses)——————————			

Total responses = 25

*There are 2 double responses recorded in this table.

TABLE 20

RESPONSE* BY FACULTY TO ITEM 1D. (N = 88). IS THE SENATE AN INFLUENTIAL BODY?

	No, it is a rubber stamp		Not sure, don't know
Number of responses	21		22
	———— Negative view (2) responses ————		————Don't know (22 responses)————
	Maybe, guess so	Handle minor items, on some issues	Partly, moderately	Yes
Number of responses	7	9	7	26
		———————Positive view (49 responses)———————		
			Total responses = 92	

*There are 4 double responses recorded in this table.

TABLE 21

RESPONSE BY LEADERS TO ITEM 1E. (N = 23). DOES THE SENATE REPRESENT THE FEELINGS
OF THE FACULTY?

	No, doubt that it does	The conservative elements, tenured, administration	On some issues, to some extent	More or less, fairly well	Yes
Number of responses	5	6	3	8	1

Total responses = 23

TABLE 22

RESPONSE* BY FACULTY TO ITEM 1E. (N = 88). DOES THE SENATE REPRESENT THE FEELINGS OF THE FACULTY?

No	Not as well as it should	Only the conservative elements, the senior faculty, just the present members	Don't know or no answer	More or less, on some issues	Yes
Number of responses					
10	8	22	22	22	12

————Negative view (40 responses)———— ————Don't know (22 responses)———— ————Positive view (34 responses)————

Total responses = 96

*There are 8 double responses recorded in this table.

TABLE 23

RESPONSE* BY LEADERS TO ITEM 2A. (N = 23). DO YOU SEE ANY CHANGES IN THE FACULTY ROLE
IN THE FUTURE WITH RESPECT TO INCREASING FACULTY PARTICIPATION IN UNIVERSITY AFFAIRS?

No, they have plenty of power now	Not very optimistic about it	It is important for faculty to participate, they should	Gradually their participation will increase	Yes
Number of responses				
6	3	3	4	10
——Negative (6 responses)——	——Indefinite (6 responses)——	——Positive (14 responses)——		

Total responses = 26

*There are 3 double responses recorded in this table.

TABLE 24

RESPONSE* OF FACULTY TO ITEM 2A. (N = 88). DO YOU SEE ANY CHANGES IN THE FACULTY ROLE IN THE NEAR FUTURE WITH RESPECT TO INCREASING FACULTY PARTICIPATION IN UNIVERSITY AFFAIRS?

	It will get worse, there will be less participation	No, most are too busy	Not needed	Yes	Don't know
Number of responses	5	39	9		4

———No change (53 responses)——— ————Don't know (4)————

	There is agitation for, desire for			Yes	AFT will cause increase
Number of responses	12			24	1

————————There will be change (37 responses)————————

Total responses = 94

*There are 6 double responses recorded in this table.

TABLE 25

RESPONSE* BY FACULTY TO ITEM 2b. (N = 88). DO YOU SEE ANY CHANGES IN THE FACULTY ROLE
IN THE LONG TERM FUTURE WITH RESPECT TO INCREASING FACULTY PARTICIPATION IN UNIVERSITY AFFAIRS?

	We should not get involved, not needed	No	Don't know or not sure
Number of responses	6	22	15

———No change (28 responses)——— ———Don't know (15 responses)———

	Hope so, it is possible	Yes, more faculty and students will participate	AAUP will wake up	Rebellion by faculty and students will cause change
Number of responses	22	23	2	1

———————————Change in long term future (48 responses)———————————

Total responses = 91

*There are 3 double responses recorded in this table.

and the latter with the long-term future. It is obvious from an examination of Table 24 that the faculty was pessimistic about the near future with respect to their participation in the affairs of the university. It is felt by the researcher from interviews with the faculty, that in many instances they were in fact just too busy and involved with their work to become very much concerned about the university as a totality. The usual case, it seems, was that most of the faculty only got involved in a university matter when it affected them directly. Most, although concerned in an abstract sense, did not become emotionally involved with the university. The faculty appeared to be more optimistic about the trend for the long-term future as shown by Table 25. About 50 per cent of the faculty were at least moderately positive about increased faculty participation in university affairs. Approximately another 20 per cent were not sure and so therefore were at least capable of being convinced that faculty participation could increase.

Tables 26 and 27 to some extent show the kinds of changes the leaders and the faculty would like to see in increased faculty participation in university affairs. The responses by the leaders were overwhelmingly in favor of change when they started to respond to a more specific question concerning change than was posed in item 2A which is more general in nature. Also, the recommended changes were strong in general. As shown in the table, several recommended a union but most recommended changing the existing structure in some way to give the faculty a more powerful voice.

As shown by Table 28, the leaders generally felt positively toward and were acceptable to the idea of the AAUP representing the faculty. (A fair number of the leaders were AAUP members). Seven

TABLE 26

RESPONSE* BY LEADERS TO ITEM 2C. (N = 23). WHAT CHANGES WOULD YOU LIKE TO SEE
(IN FACULTY PARTICIPATION IN UNIVERSITY AFFAIRS)?

None	Modify existing bodies like senate so greater numbers can participate with more power	Change existing structure so it functions more collegially in decision making give faculty more real power	They should participate as they do now, or within limits of power they have now	Unions
Number of responses				
1			3	
		No change (4 responses)		
Increased participation in senate and AAUP				
Number of responses				
2	9	8		3
	Change in near future (23 responses)			
			Total responses = 27	

*There are 4 double responses recorded in this table.

TABLE 27

RESPONSE* OF FACULTY TO ITEM 2C. (N = 88). WHAT CHANGES WOULD YOU LIKE TO SEE
(WITH RESPECT TO INCREASING FACULTY PARTICIPATION IN UNIVERSITY AFFAIRS)?

No change, no need to change	Don't know	General comments, e.g., greater exchange of ideas needed, etc.	Administration ought to have more contact with faculty	More faculty participation through increased representation in agencies already set up (e.g., AAUP)
Number of responses				
28	8	11	4	15

No change (28 responses) — Don't know (8 responses) — (Minor change) ——————— Change recommended ———————

More power in senate for faculty, change senate to weight in favor of faculty	More power in hands of faculty, more say in policy		Rotate Chairmen, elect them	Change structure beyond university
Number of responses				
9	14		3	2

——————————— Change recommended (58 responses) ——————————— (Strong Change) ———————————

Total responses = 94

*There are 6 double responses recorded in this table.

TABLE 28

RESPONSE BY LEADERS TO ITEM 3. (N = 23). DO YOU SEE ANY OTHER AGENCY AS REPRESENTING THE FACULTY IN ITS RELATIONS WITH THE ADMINISTRATION? THE BOARD OF REGENTS? OTHERS?

No	AAUP in some ways	AAUP	AAUP has done and does a good job	AFT
Number of responses				
6	2	4	8	7

Total responses = 27

indicated the American Federation of Teachers (AFT) as a possibility. It was known to the researcher at the time of the study that there was a group actively organizing an AFT local on the campus of the university. Most leaders and faculty who spoke of unions, however, did so from the standpoint of their probability if the administration of the university did not improve.

Table 29 shows a positive feeling on the part of the majority of the faculty towards the AAUP as their representative agency. There was some sentiment for a union and some against. The results of this table seemed to indicate that there was a distinct possibility that more of the faculty could be brought into active membership in the AAUP if the leaders of the local chapter desired it. There certainly appeared to be the potential for it. Also, in support of this contention, was the almost automatic way the faculty answered with the AAUP in response to the question of representation. It seemed as if most took it for granted that the AAUP was there to represent them.

The question raised in item 4, "what should the role of the administration and the faculty be in policy determination?," was not an attempt at a definitive study of the question involved. It was an attempt to get the feeling of this faculty and its leaders at that time. Many of the answers, however, were rather lengthy and definitive making categorization difficult in terms of including the full meaning of the respondent's answer. In the opinion of the researcher, the responses in Table 30 indicate a definite feeling on the part of the leaders that there should be increased faculty participation in decision-making and policy determination. From the nature of their responses they were not talking about token participation; rather, there seemed to be a genuine desire for real faculty participation.

TABLE 29

RESPONSE* OF FACULTY TO ITEM 3. (N = 88). DO YOU SEE ANY OTHER AGENCY AS REPRESENT-
ING THE FACULTY IN ITS RELATIONS WITH THE ADMINISTRATION? THE BOARD OF REGENTS? OTHERS?

No, no need for	Don't know	AAUP-negative remarks e.g., rabble rousers, represent small group, etc.	AAUP is weak	AAUP should be stronger, tries, represents a portion of faculty
Number of responses				
19	6	8	5	15

AAUP Best way is through the senate	Through a changed senate	President's council, committees, etc.	Union, union if AAUP fails	Union No
Number of responses				
36	6	3	3	8	4

Total responses = 113

*Several multiple responses are recorded.

TABLE 30

RESPONSE* OF LEADERS TO ITEM 4. (N = 23). WHAT SHOULD THE ROLE OF THE ADMINISTRA-
TION AND THE FACULTY BE IN POLICY DETERMINATION?

Faculty should act in an advisory role and administration have final authority	Cooperative effort	Senate set policy for faculty and administrative council for administration	Faculty determines policy in academics, curriculum, etc. administration determines administrative processes	Collegial decision making by administration and faculty	Faculty elects department heads who elect deans and together they make policy
Number of responses					
5	4	1	8	7	2

Total responses = 27

*Several multiple responses are recorded.

In Table 31, the faculty was shown to be more tradition bound than the leaders. The attitude of near half of the faculty sample could fairly well be typified as wanting the administration to lead and take responsibility but they wanted primarily an advisory role for themselves. The other half appeared to want an arrangement that increasingly became weighted in favor of faculty as policy maker as one moves from left to right in examining Table 31.

Other Observations

As the researcher traveled about the university campus, other observations occurred, some quite by accident. A few which have relevance for this study are described in the following paragraphs.

The student newspaper. In the early interviews with the faculty, many alluded to the fact that they got most of their information about university events and activities from the student newspaper. When answering a question the newspaper would be quoted as their source, or they would comment about matters that were current in the paper or a copy would be lying on their desk. A number of faculty volunteered that the student paper was their main source of information about events at the university and if they did not read it, they would know little of what was going on. They received little information through official channels.

During the remainder of the interviews, a kind of informal check was made on this discovery. Although no formal tabulation was made, it is safe to say that more than 70 per cent of the faculty uses the student newspaper as its prime source of information about the university. Further, it seems that no other channel provides such comprehensive information.

These observations raised an interesting point. Data which has been presented in this chapter could be used to support the contention

TABLE 31

RESPONSE* BY FACULTY TO ITEM 4. (N = 88). WHAT SHOULD THE ROLE OF THE FACULTY AND THE ADMINISTRATION BE IN POLICY DETERMINATION?

	Line and staff bureaucracy	Faculty suggests but final authority with administration	Administration leads but consults with faculty	Shared authority, cooperative or joint effort	Faculty participates through a representative body like senate
number of responses	6	11	23	14	11

	Faculty predominates on curriculum cooperates with administration on other matters	Policy decisions by the faculty, administration executes	Comments:
number of responses	19	12	Board of Regents insulate University from state politics = 4; ought to consult students = 4.

Total responses = 104

*Where are several multiple responses recorded in this table.

that fairly large numbers of the faculty were somewhat conservative in
their views. As a matter of fact, nearly half could possibly be classi-
fied this way. On the other hand, they got their information from the
daily student newspaper and the paper was anything but conservative.
Even to the most casual reader, it would have been seen as attempting
to report much of the news of the university and, while the newspaper
was not radical, it certainly reported matters from a more liberal frame
of reference than that characteristic of many faculty and administrators.

In essence, then, the more liberal student body was the main
source and filter of information which the faculty-at-large relied on
to form their opinions about the very organization which was their main
professional activity.

The faculty lounge. Upon interviewing several faculty in the
college of business, it was noted that they had a faculty lounge. There
was a coffee pot available and at appropriate hours there was quite
a number of faculty having coffee together and discussing various
matters, usually professional in nature. It is not meant to be implied,
here, that this faculty spent most of its time drinking coffee. This was
not the case. Rather, here is an excellent example of how the faculty
interacted on a close personal basis and were provided with a dimension
beyond the more formal departmental avenues for exchange of information
and ideas. Another factor which aided in their opportunity to interact
in this fashion was the fact that the college of business faculty was
not the largest on campus and it was all located in the same building.

An instance of collegiality. The college of education had
several ways of handling its internal affairs which, taken as a
characteristic mode of operation, may be said to represent within

the university an instance of collegiality. Probably none of the activities if considered individually would be unique to the college of education. It appears, however, that considered all together, they did represent a concerted attempt by a college to deal with its affairs in a collegial manner. The faculty appeared to act as a collegium when it: elected its graduate committee; elected its undergraduate committee; and overrode either of its committees and established its own will where necessary. Furthermore, it was the traditional policy of the dean to accept the decision of the faculty and not exercise the veto.

There is no direct evidence that there was a cause and effect relationship between the diversity of leadership with strength (found for the college of education in Table 9) and the collegial method employed in the college. However, in the opinion of the researcher, it would appear that acting as a collegium certainly made a contribution to the diversity of leadership with strength that the college of education enjoyed.

A general observation. Another observation, classified as a subjective reaction, is a feeling which the faculty imparted of being apart from the university and vice versa. It was almost as if the faculty was saying by their attitude: the university exists somewhere over there. We are here, busy, engrossed in our work and we are more or less satisfied. We are anonymous and we want it to remain that way. The central administration represents something over there and they should not bother us and they should handle all those administrative, housekeeping details. We want to reserve the right to gripe a little every now and then but don't ask us to take responsibility

for administrative matters like policy making. Perhaps the preceding
is a bit over-simplified and, or course, it does not characterize all
of the faculty. However, it appears to characterize enough so that the
faculty and the administration ought to have asked themselves,
"is this what we want?".

CHAPTER IV

FINDINGS

The focus of this study was on the decision-making process
and the faculty leaders or influentials who participated in the process
as it functioned within a multipurpose university. The major questions
asked about the process and the leaders were: (1) Who are the faculty
influentials in the decision-making process? (2) What are their
characteristics? (3) Does this group differ substantially from the
formal hierarchy? and (4) How does the decision-making process function?
From the major questions posed, a number of sub-questions were asked to
help in answering the major questions. The sub-questions were: (1) What
are the major issues or problems which have confronted the multi-
purpose university and its colleges for the past three years? (2) What
is the process of issue resolution? (3) Who is influential in guiding
the issues to their resolution? (4) What kinds of issues do the influen-
tials feel are important? (5) Which influentials are department chair-
men and which ones are not? (6) How do faculty influentials attempt
to influence the formal decision-making process? (7) Concerning issue
resolution, are there issues where the administration acts as the primary
or dominating force, or where the faculty acts as the primary or dominat-
ing force, or where there is shared authority between the administration
and the faculty?

Findings

Certain of the concluding remarks by McCoy (13) cited in Chapter II are repeated here because of their relevance to the problem. McCoy's findings were: (2) The senate itself is a system which is closed to inputs except from those who have time and rank on the faculty. (4) The faculty is almost entirely excluded from the decision-making process. (5) A tremendous lack of clarity as to who really does make the critical decisions exists at all levels. (6) A study of the informal decision-making process may shed light on some of the internal workings of the structure (13, p. 31). His findings, while adding to what is known about the university, also raised the additional question of who really does make the critical decisions? The findings of the present study expand upon the statements made by McCoy and provide data in an attempt to answer the question posed by his study.

1. Presthus' (18) typology of classification of an actor's accommodation with an organization was not found to be satisfactory for use in rating faculty and their accommodation to the university. The typology was modified by the addition of a new category and by elaboration of the existing categories to allow for differentiation between a passive attitudinal set and action in terms of a given attitude. It was found that approximately one-fourth of the faculty were ambivalent in attitude toward the university. About 70 percent of the faculty were primarily parochial-specialists and as such primarily professionally oriented and did not particularly identify with the university. About two-thirds of the faculty have potential for developing into ambivalents in attitude toward the university.

2. Faculty leaders or influentials can be identified by techniques developed by Kimbrough and Johns. Although the techniques were originally developed and used to determine the informal power structure in whole communities or cities, the techniques are applicable and productive when applied to a formal organization. Also, it appears that the method used, or some similar method, is most appropriate for determining the process by which decisions are made. Any procedure which traces along only formal lines, even in a formal institution, appears bound to arrive at nebulous, or worse, misleading results.

3. One of the most definitive findings of this study was the complete agreement between the leaders chosen by the faculty and the leaders as seen by the leaders themselves. The leaders did not significantly add to the list of faculty leaders developed through interview with the faculty.

4. Leadership in university affairs, especially those matters of an academic nature, included persons from all echelons within the university, including not only top level administrators from whom leadership would be expected, but also department chairmen and a substantial number of faculty.

5. Certain leaders of the faculty, holding no other status other than their academic rank, worked through the AAUP and the senate in attempts to influence decisions which were being made. Also, some department heads were active in the AAUP and used it as an avenue of influence.

6. The AAUP, which is not a formal part of the university organization, served as the focal point for much faculty activity directed toward establishing a faculty position on matters under consideration. The AAUP as a legitimate organization took positions on various

matters which it made public. Much informal activity was carried on by the leadership of the organization in direct and informal interaction with leaders of the administration when attempting to influence decisions made by the administration. Evidence indicated that the organization has been partially successful in the past in influencing the administration to go in the direction its leaders desired.

7. There was some indication that AAUP leaders, who also all belong to the senate, informally work with each other and others including the administration, to influence the direction issues follow in their treatment by the senate.

8. There was evidence that the main avenues of resolution of the issues studied, and perhaps this is characteristic of most issues which are resolved, involved primarily interaction of the administration and the AAUP both formally and informally. The senate appeared to be a body which has been used by several "factions" of the university, including the administration, the AAUP, departments and colleges, as a channel for achieving certain formal "actions." (The word "actions" is used because any decisions made by the senate may always be overridden by the president's veto or the board of regents). This is not to imply that the leaders from both the administration and the faculty in the AAUP were in coalition with each other. There were times when the two groups agreed because they had the same objectives in mind with respect to a given issue and there were other times when there was very basic disagreement, e.g., extent of faculty participation in governance.

9. The faculty and the agencies involved in the graduate school also appeared to be a main network of interactions through which decisions were made. Not much direct evidence could be obtained to

substantiate this point due to the unavailability of the leader who would be most involved. Even so, it was suspected that many of the issues which might be resolved through the graduate school might affect a fairly large number of faculty but yet not enough to achieve truly university wide prominence.

10. Leader membership on committees of all varieties was extensive. There appeared to be some relationship between total committee membership and leader ranking. Two leaders ranking very high and who were not top level administrators were the only leaders having memberships in all three main areas of committees.

11. University wide leaders appeared to come more from some colleges than others, i.e., some colleges contributed more than their proportionate share of university wide leadership than others. These colleges were: arts and sciences, business, education and medicine. In spite of their relatively large size, the following colleges made the least contribution to university wide leadership; agriculture, architecture and fine arts, engineering, physical education and university college.

12. Some colleges had more diversity of leadership within their ranks than others. Diversity of leadership was indicated in this study by the index of diversity of leadership. The index was computed by dividing the number of within college leaders nominated by the number in the faculty sample making the initial nominations. The colleges having the greatest diversity of leadership in rank order were: business, architecture and fine arts, university college, education, engineering and medicine. A determination was made of the diversity of college leadership with strength and the results in rank

order were education, agriculture, and arts and sciences. The index
of diversity of leaders with strength was computed in the same way as
the index of diversity described above but allowing for the strength
of the leaders to be taken into account.

13. The ranking of the issues by the leaders has shown the
following issues to be the most important from their point of view:
(1) political interference from the state level; (2) lack of adequate
financial support; (3) who governs the university, and (4) academic
freedom.

14. The faculty has shown by their ranking of the issues
the ones that they thought were the most important and they were:
(1) financial problems; (2) faculty promotion, rank, tenure and
salary; (3) concern for students, and (4) state political inter-
ference.

15. A sizable number of the leaders viewed the functioning
of the senate negatively. Slightly more than half view it positively.
Many of those who viewed it positively, however, did not see it as a
very strong body.

16. About 60 percent of the faculty viewed the functioning
of the senate positively. However, many of those who viewed it in this
light did not rate it at much more than representing the faculty in
policy setting rather than full fledged participation by the faculty.

17. The faculty were only partly aware of how the senate
membership was constituted. Only one-fifth of the faculty was aware
that the president of the university was also the presiding officer of
the senate.

18. The leaders favored changing the senate to a smaller,
more powerful, elective and more representative body. A fairly sizable

group of the interviewed faculty agreed with the change. Many faculty, though, said that they did not know or did not feel qualified to answer.

19. Many faculty and leaders thought that the senate had some minimal level of influence.

20. The evidence gathered indicated that in general leaders and faculty alike did not think that the senate represented the feelings of the faculty.

21. The faculty were pessimistic about their increased participation in university affairs when the near future was considered. They were more optimistic about the possibility of their increased participation when considering the long term future. Their attitude could be more a function of the nature of their work than merely a matter of optimism or pessimism. As discussed previously, many may be considered as parochial-specialists and were, therefore, more interested in professional matters pertaining to their own disciplines than policy determination. Since faculties are traditionally rewarded on the basis of publications, teaching, research and consultantships, it seemed entirely reasonable to suppose that many did not see themselves as participants in policy making. There was evidence that at least 70 percent could become active participants, provided conducive conditions were developed.

22. The leaders were strongly in favor of increasing faculty participation in university affairs in some way or other but they were split about even in their opinion concerning whether or not there will be an actual increase.

23. Only a minority of the faculty-at-large seemed to think that labor unions would be joined by the faculty.

24. Generally, the AAUP was held in positive regard by the faculty and the leaders. More members of the faculty could probably be induced to participate in the AAUP if there was concerted effort in this direction. In the opinion of the researcher, this was not a particular desire of the AAUP leadership because this might possibly upset the existing balance of power in which the AAUP leaders enjoy a measure of influence. One AAUP faculty member indicated that some of the leadership in the AAUP had been "coopted" by the administration which had lessened the desire of the AAUP leaders to provide the necessary force or pressures to change the present internal balance of power.

25. The leaders generally were in favor of increasing the opportunity of the faculty to participate in policy making. About half the faculty appeared not to be interested in participation in policy making In this connection, the researcher often heard policy determination described by the faculty as "administrative work." Seeing policy determination as an activity lying outside of their area of participation, probably meant that many of the faculty would have to undergo attitudinal changes before they would effectively participate in policy determination.

26. In two of the issues discussed, the administration was seen by the leaders as dominating or being primary in the way the issue was resolved. In the resolution of one of these issues the board of regents was also seen along with the administration as dominant. In one other issue in which the faculty of the senate and administration appeared to share authority, the board of regents was seen as being dominant. On one issue, the faculty of the senate seemed to be

the primary force in the resolution of the issue but this appeared to be a matter in which the top administration did not want to become involved.

27. There was evidence that the faculty-at-large was almost entirely excluded from the formal decision-making process. It appears that over use of the formal line and staff organization was primarily responsible for their exclusion. The only other channel remaining for faculty participation in the formal process was through the senate and many faculty were effectively excluded from this channel because of senate restrictions on faculty membership. Also, the evidence suggests that the faculty-at-large is largely excluded from the informal channel of influencing decisions, i.e., the AAUP, since it is largely governed by its upper echelon leadership.

28. The decision-making process has been shown by this study to be a function of the power balance developed among the leaders who represent the central administration, some top echelon leaders in the colleges, a few department heads, and a few faculty leaders functioning primarily within and through the top echelons of the AAUP. Essentially, the decision-making process appeared to rest between the top level administration, which was the key and central element, and the leaders of the AAUP and other informal leaders with all elements exercising leadership through the senate and the various committees to achieve desired goals. In addition to the formal interchanges between the groups and leaders mentioned above, there appeared to be a great deal of informal interaction between the leadership of the AAUP, other informal leaders and the top level administration.

29. Although the power elements in the decision-making process have been identified, the channels appear to vary from issue to issue depending on the nature of the matter at hand.

The Hypotheses

Examination of the data indicates that there is support for all of the hypotheses put forth at the beginning of the study. Based on the data, it is apparent that solid support exists for the following hypotheses: (1) There are faculty members who are influential in the decision-making process. (2) Relatively few participate in the decision-making process. (3) Most major issues are decided by the same influentials rather than by different groups of individuals from issue to issue. (4) University wide influentials are also influential within their own colleges.

There is less evidence in support of hypothesis (5). The influentials interact more with each other than they interact with non-influentials. To determine with greater assuredness the validity of hypothesis (5), further and more definitive research is needed. The present study indicates only moderate support for the hypothesis.

APPENDICES

Leader characteristics as obtained from
the General Information Questionnaire.*

1. A. Highest degree held

Ph.D.   20**   M.D.   2   J.D.   1

B. Age

20 - 25	0	46 - 55	8
26 - 35	3	56 - 65	7
36 - 45	4	over 65	1

C. Sex   Male 22   Female 1

D. Marital status

Married 21   Widowed 0
Single   2   Divorced 0

E. Children (number of children appears first)

0 -	9	2 -	7	4 -	3
1 -	1	3 -	3	5 -	_

F. Native of the state

Yes 0   No 23

Years lived in the city of the study

Years		Years		Years	
1 - 3	1	16-18	1	31-33	0
4 - 6	2	19-21	2	34-36	0
7 - 9	3	22-24	1	37-39	1
10 -12	4	25-27	1	40-42	0
13 -15	3	28-30	2	43-45	1

---

*The data presented here are based on interviews with 23 leaders and
 source materials. Two leaders are not included for reasons noted in
 Chapter II.
**Number of leaders per category will appear in this way for each of the
 following items unless otherwise noted.

2. A. <u>Professional rank</u>

   Professor   <u>19</u>   Associate   <u>3</u>   Assistant   <u>1</u>

   B. <u>Length of time present rank has been held</u>

Years		Years	
1 - 3	7	13 - 15	1
4 - 6	5	16 - 18	3
7 - 9	0	19 - 21	1
10 - 12	6	22 - 24	2

   C. <u>Position at university</u>

Department Chairman	6
Division Director	1
Dean	1
Vice President	2
Provost	2
Faculty member	11

   D. <u>Member of the staff or faculty at how many other colleges or universities</u>

0 - 4		2 - 6		4 - 3		6 - 2	
1 - 2		3 - 3		5 - 0		7 -	

   <u>Number of years taught at other schools</u>
   (Years appear first)

0 - 4	4 - 1	8 - 3	12 - 0	16 - 0
1 - 0	5 - 1	9 - 3	13 - 0	17 - 1
2 - 2	6 - 1	10 - 3	14 - 0	18 - 0
3 - 2	7 - 0	11 - 0	15 - 1	19 - 1

   E. <u>Professional organizations</u> (total)

1 - 2	3	7 - 8	4	13 - 14	0
3 - 4	5	9 - 10	0	15 - 16	0
5 - 6	6	11 - 12	2	17 - 18	1

   Total - 136   Average - 6.2

   <u>Offices held</u> (totals)

0 -	1	3 - 4	5	7 - 8	0
1 - 2	8	5 - 6	4	9 - 10	1

   Total - 60   Average - 3.2

   F. <u>Academic Honors</u>

   Total - 103   Average - 5.0

G. Consultantships

0 -	3	4 - 6	4	10 - 12	3	16 - 18	1
1 - 3	11	7 - 9	1	13 - 15	0	19 - 21	0

H. Publications, journal articles

0 -	3	13 - 15	3	28 - 30	1	43 - 45	0
1 - 3	1	16 - 18	0	31 - 33	0	46 - 48	1
4 - 6	1	19 - 21	0	34 - 36	1	49 - 51	0
7 - 9	4	22 - 24	0	37 - 39	0	100	1
10 - 12	3	25 - 27	1	40 - 42	1	150	2

Total - 593   Average - 30.0

I. Books

0 - 4		3 - 3		6 - 1		9 - 0	
1 - 2		4 - 4		7 - 0		10 - 1	
2 - 1		5 - 1		8 - 0			

J. Committee membership is presented in TABLE 7.

K. Senate membership

Yes 22   No 1
Elected 3
Professor (only basis for membership) 8
Administrators 13

3. A. Other organizational memberships

Rotary	5	Church	12	City	1
Civitan	0	United Fund	3	AAUP	7
Kiwanis	3	Reserves	4	Masons	1
PTA	3	ACLU	2	Boys Club	1
Jaycees	1	AFT	2		

Meetings regularly attended

Yes 18   No 2

Offices held in the above organizations

Yes 13   No 5

B. Regular vote on municipal and national elections

Yes 19   No 1   (foreigner)

4. Military experience

Army	4	Years						
Navy	4	0 -	10	3 -	2	5 -	2
Air Force	3	2 -	2	4 -	5		

5. Employment in organizations which are not colleges or universities

Law practice	1	High school	2
U. S. Government	5	Private school	4
State Government	2	Commercial school	1
Foreign Government	1	Private research	6

Total years - 48   Average - 5.3 years

6. Time spent in an average week

(The figures which follow are the totals for each category for the 23 leaders who responded to the questionnaire).

Classes	218	Administrative duties	97
Students	133	Professional organiza-	
Committees	118	tions	60
Department		Consultant work	52
meetings	69	Clinical work	6
		Off-campus related	383

Total hours/week - 1136

Average work week for each leader - 49.4 hours

APPENDIX B

Interview Guide I

1. What do you consider to be the most significant issues or problems
    which have confronted the faculty of the university during the past
    three years?

    (a) Issue:_____
    _____

    Influentials:_____
    _____

    Comments:_____
    _____

    (b) Issue:_____
    _____

    Influentials:_____
    _____

    Comments:_____
    _____

    (c) Issue:_____
    _____

    Influentials:_____
    _____

    Comments:_____
    _____

    (d) Issue:_____
    _____

    Influentials:_____
    _____

    Comments:_____
    _____

(e) Issue:_____

_____

Influentials:_____

_____

Comments:_____

_____

2. Name the members of the faculty who were most influential in
    guiding the issue or problem to its final outcome. Please make
    any comments which would describe how these persons helped in
    guiding an issue or problem to its disposition.

3. What do you consider to be the most significant issues or problems
    which have confronted the faculty of your college or school during
    the past three years?

(a) Issue:_____

_____

Influentials:_____

_____

Comments:_____

_____

(b) Issue:_____

_____

Influentials:_____

_____

Comments:_____

_____

(c) Issue:_____

_____

Influentials:_____

_____

Comments:_____

_____

(d) Issue:_____

Influentials:_____

Comments:_____

4. Name the members of the faculty who were most influential in guiding
    the issue or problem to its final outcome. Please make any comments
    which would describe how these persons helped in guiding an issue or
    problem to its disposition.

1. 1.A. What is the function of the senate?

    B. What is the membership of the senate?

    C. Should it be changed?

    D. Is the senate an influential body?

    E. Does the senate represent the feelings of the faculty?

    2.A. Do you see any changes in the faculty role in the near future
          with respect to increasing faculty participation in university
          affairs?

    B. In the long term future? What changes do you foresee?

    C. What changes would you like to foresee?

    3. Do you see any other agency as representing the faculty in
        its relations with the administration? The Board of Regents?
        Others (legislature, etc.)?

    4. What should the role of the administration be in policy determi-
        nation?

        Are there types of issues on which the administration should
        be (1) dominant (2) have primacy?

        Are there types of issues on which the faculty should be
        (3) dominant (4) have primacy?

        Are there types of issues on which the faculty and administration
        may share authority?

APPENDIX C

1. Listed below are some issues which have developed here recently.
   Please add to the list any others which you think have been
   significant during the past three years.

   Rank A   Rank B

	Shift from trimester to quarter	
	Proposed reorganization - College of Arts & Sciences	
	ROTC - eliminate as a required program	
	Tenure for faculty member "Z"	

   Please rank all of the issues, number 1 being the most important,
   etc., in the RANK A column.

2. Listed below are three "global issues" which have been shown to be
   of concern to the faculty-at-large. In the space after each of
   these issues, please give a specific instance which you feel repre-
   sents the global issue:

                                                       Rank B

   Lack of adequate financial support:

   Academic freedom:

   Political interference from state level:

   Finally, in column RANK B, rank all of the issues listed in 1
   and 2 combined.

3. In every organization, some people exercise greater leadership and influence the outcome of issues more than others. For purposes of this study, your judgment of the effectiveness of the leaders or influentials of the faculty is needed. For assistance in this evaluation, a list of leaders in the faculty has been developed through interviews with some members of the faculty. It would be of help to this study if you would consider the list below and rate the persons listed in accordance with the scale across the top. Feel free to add any other names to the list which you feel should be there.

Preliminary List of Leaders	Exceptionally strong university wide influence	Strong university wide influence	Strong on certain issues and some university wide influence	Influence certain issues little university wide influence	Little influence
1.					
2.					
3.	(Note: In the original, actual				
4.	names of the 25 leaders				
5.	were used).				
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

Preliminary List of Leaders	Exceptionally strong university wide influence	Strong university wide influence	Strong on certain issues and some university wide influence	Influence certain issues little university wide influence	Little influence
31.					
32.					
33.					
34.					
35.					

a. Whom could you count on most for support if you were interested in putting across a university-wide project? (Circle number before his name on the listing.) Why?

b. Whom could you count on most for support if you were interested in putting across a college-wide project? (Circle the number before his name and bracket it.) Why?

c. Which of the above persons would be likely to cause you the most trouble in putting across a college-wide project? (Check number before name.) Why?

d. Which of these persons have influence with the administration of the university through whom they can get things done for the college? (Place an asterisk behind names in the listing.) Example:

e. Which of these persons have influence with agencies outside of the university, e.g., the board of regents, through whom they can get things done for the college? (Place a + sign before the name.) Example:

f. Do you consider any of the persons as a close friend? (Place a check mark after their name.)

ISSUE: Shift from Trimester to Quarter

1. Who initiated the action or proposal which resulted in this issue?

2. Who supported this issue?

3. Who opposed this issue?

4. What was your position on this issue? How did you support your position?

5. Who influenced your position with respect to this issue?

6. Which leaders did you work closely with on this issue?

7. What person or persons exercised strongest leadership in guiding this issue to its conclusions?

8. In your opinion why was the issue resolved in the way that it was?

9. Rate the handling of the issue or problem in terms of the following scale?
   (a) Administration dominance
   (b) Administration primacy
   (c) Shared authority
   (d) Faculty primacy
   (3) Faculty dominance

ISSUE: Proposed reorganization - College of Arts and Sciences

1. Who initiated the action or proposal which resulted in this issue?

2. Who supported this issue?

3. Who opposed this issue?

4. What was your position in this issue? How did you support your position?

5. Who influenced your position with respect to this issue?

6. Which leaders did you work closely with on this issue?

7. What person or persons exercised strongest leadership in guiding this issue to its conclusions?

8. In your opinion why was the issue resolved in the way that it was?

9. Rate the handling of the issue or problem in terms of the following scale?
   (a) Administration dominance
   (b) Administration primacy
   (c) Shared authority
   (d) Faculty primacy
   (e) Faculty dominance

ISSUE: <u>ROTC - eliminate as a required program</u>

1. Who initiated the action or proposal which resulted in this issue?

2. Who supported this issue?

3. Who opposed this issue?

4. What was your position on this issue? How did you support your position?

5. Who influenced your position with respect to this issue?

6. Which leaders did you work closely with on this issue?

7. What person or persons exercised strongest leadership in guiding this issue to its conclusions?

8. In your opinion why was the issue resolved in the way that it was?

9. Rate the handling of the issue or problem in terms of the following scale?
    (a) Administration dominance
    (b) Administration primary
    (c) Shared authority
    (d) Faculty primacy
    (e) Faculty dominance

ISSUE: <u>Faculty member "Z," tenure for</u>

1. Who initiated the action or proposal which resulted in this issue?

2. Who supported this issue?

4. What was your position on this issue? How did you support your position?

5. Who influenced your position with respect to this issue?

6. Which leaders did you work closely with on this issue?

7. What person or persons exercised strongest leadership in guiding this issue to its conclusions?

8. In your opinion why was the issue resolved in the way that it was?

9. Rate the handling of the issue or problem in terms of the following scale?
    (a) Administration dominance
    (b) Administration primacy
    (c) Shared authority
    (d) Faculty primacy
    (e) Faculty dominance

ISSUE:_____

1. Who initiated the action or proposal which resulted in this issue?

2. Who supported this issue?

3. Who opposed this issue?

4. What was your position on this issue? How did you support your position?

5. Who influenced your position with respect to this issue?

6. Which leaders did you work closely with on this issue?

7. What person or persons exercised strongest leadership in guiding this issue to its conclusions?

8. In your opinion why was the issue resolved in the way that it was?

9. Rate the handling of the issue or problem in terms of the following scale?
    (a) Administration dominance
    (b) Administration primacy
    (c) Shared authority
    (d) Faculty primacy
    (e) Faculty dominance

1.A. What is the function of the senate?

  B. Are you a member?

  C. Should it be changed?

  D. Is the senate an influential body?

  E. Does the senate represent the feelings of the faculty?

2.A. Do you see any changes in the faculty role in the future with respect to increasing faculty participation in university affairs?

  B. What changes would you like to see?

3. Do you see any other agency as representing the faculty in its relations with the administration? The Board of Regents? Others (legislature, etc.)?

4. What should the role of the administration and the faculty be in policy determination?

   Are there types of issues on which the administration should be (1) dominant, (2) have primacy?

   Are there types of issues on which the faculty should be (3) dominant (4) have primacy?

   Are there types of issues on which the faculty and administration may share authority?

GENERAL INFORMATION

1. Highest degree held:
   Granted by:
   Age bracket (check one) 20-25 ___ 26-35 ___ 36-45 ___ 46-55 ___
   56-65 ___ over 65 ___ Sex ___ Salary _____ (12 mos.)
   Married ___ Single ___ Widowed ___ Divorced ___ Children ___ (number)
   Native of state ___ If not, how long have you lived here? _____

2. Professorial rank _____ How long _____ yrs.
   other ranks _____
   and how long: _____

   Have you ever been (a) department chairman ___ (b) division chairman ___ (c) dean ___ (d) other ___ (at this university)

   Member of the staff or faculty at what other colleges or universities (give length of time and position):

   Professional organizations and offices held:

   Academic honors:

Consultantships:

Publications, books, journals, other (please list books and give total number in other categories):

Committees, member of at the university (also, indicate offices held in this connection):

Member of the senate? ___ If so, on what basis?

3. What other organizations do you belong to?

    Rotary ___   PTA ___   United   Others ___
    Civitan ___   Jaycees ___   Fund
    Kiwanis ___   Church ___   Reserves ___   _____

    Do you regularly attend regular meetings?

    Do you hold office in any of the above organizations? (Please specify).

    Do you regularly vote on municipal and national elections?

4. What is your military experience?

5. Have you had employment in other organizations which were not colleges or universities?
    If yes, describe the nature of your work, particularly any positions of leadership which you may have held.

6. How do you spend your time in an average week? (Please use actual hours in the spaces provided).

    classes ___   individual students ___ committees ___ departmental
    meetings ___   off-campus related work (writing, research)___professional
    organizations ___ consultants___ Others (please specify). ____

BIBLIOGRAPHY

1. American Association of University Professors. Support your
      Professional Association. Washington, D. C.: American
      Association of University Professors, 1968.

2. Argyris, Chris. Interpersonal Competence and Organizational
      Effectiveness. Homewood, Illinois: Richard D. Irwin, Inc.,
      1962.

3. Berelson, B., and Gary A. Steiner. Human Behavior: An Inventory
      of Scientific Findings. New York: Harcourt Brace and World,
      Inc., 1964.

4. Blocker, Clyde E. and Chester Hastings. The Informal Organization
      in a State College. Austin, 1964.

5. Blocker, Clyde E. and Robert H. McCabe. Relationships Between the
      Informal Organization and the Curriculum in Six Junior Colleges.
      Austin: 1964.

6. Brubacher, John S. "The Autonomy of the University; How Independent
      is the Republic of the Scholars?" Journal of Higher Education.
      38:237-249 (May, 1967).

7. Burns, Gerald P. (Ed.). Administrators in Higher Education: Their
      Function and Coordination. New York: Harper and Brothers, 1962.

8. Doi, James I. "Organization and Administration, Finance and Facili-
      ties," Review of Educational Research. 35:347-348 (October,
      1965).

9. Joyal, Arnold C. Faculty Participation in College Policy Formulation.
      (AACTE Study Series, No. 3), 1956.

10. Kimbrough, Ralph B. Political Power and Educational Decision-Making.
      Chicago: Rand McNally and Company, 1964.

11. Kimbrough, Ralph B. and Roe L. Johns, Co-directors of Cooperative
      Research Project 2842, Relationship Between Socioeconomic
      Factors; Educational Leadership Patterns and Elements of
      Community Power Structure and Local School Fiscal Policy.
      (Gainesville, Fla.: College of Education, University of Florida,
      1967).

12. Levine, Marvin J. "Higher Education and Collective Action: Will Professors Unionize?," *Journal of Higher Education*. 38:263-268 (May, 1967).

13. McCoy, William H. *A Study of Formal Internal Decision-Making at a University*. (Unpublished pilot study), 1967.

14. Morphet, Edgar R., Roe L. Johns and Theodore Reller. *Educational Organization and Administration*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

15. Morrison, Robert H. *Internal Administrative Organization in Teachers Colleges*. (Dissertation, Teachers College, Columbia University), 1933.

16. "Place and Function of Faculties in Colleges and University Government," *AAUP Bulletin*, XLI, (Spring), 1955.

17. Prator, Ralph. *The College President*. Washington, D. C.: The Center for Applied Research on Education, Inc., 1963.

18. Presthus, Robert. *The Organizational Society*. New York: Alfred A. Knopf, Inc., 1961.

19. Smith, G. Kerry (Ed.). *Current Issues in Higher Education*, 1963. Washington: AAHE, National Education Association, 1963.

Additional References

Burnette, H. J. *An Analysis of the Internal Organizational Structures of Selected Junior Colleges in Florida*. (Ed. D. Thesis, University of Florida), 1966.

Caplow, Theodore and Reece J. McGee. *The Academic Market Place*. New York: Basic Books, 1958.

Corson, John J. *Governance of Colleges and Universities*. New York: McGraw-Hill Book Company, Inc., 1960.

Frankel, Charles. *Issues in University Education*. New York: Harper and Brothers, 1959.

Goodman, Paul. *Community of Scholars*. New York: Random House, Inc., 1962.

Hunter, Floyd. *Community Power Structure*. Chapel Hill: University of North Carolina Press, 1953.

Johns, Roe L. and Ralph B. Kimbrough. *The Relationship of Different Typologies of Interacting Power Systems to Decision-Making Affecting the Administration and Development of Selected State Universities*. (Unpublished Research Proposal), 1967.

LaVire, Willis A. Forces Affecting Administrative Decision-Making.
 (An unpublished paper), 1965.

Merrill, Edward C. Communication in Decision-Making Related to the
 Administration of Education. (Ph.D. Thesis, George Peabody
 College), 1953.

Millett, John D. The Academic Community. New York: McGraw Hill, 1962.

Parsons, Talcott (Ed.). The Theory of Social and Economic Organization
 of Max Weber. Glencoe, Illinois: Free Press, 1947.

Stroup, Herbert. Bureaucracy in Higher Education. New York: The
 Free Press, 1966.

Thompson, Victor A. "Bureaucracy and Innovation," Administrative
 Science Quarterly. 10:1-20 (June), 1965.

BIOGRAPHICAL SKETCH

Joseph Braselton Cook was born July 17, 1931, at Hoschton, Georgia. He graduated from Landon High School, Jacksonville, Florida, in 1949. He earned the Bachelor of Arts from the University of Florida in 1954.

In 1954 he entered the United States Navy and served as a commissioned officer until 1957. He entered the Graduate School, University of Florida, and earned the Masters in Rehabilitation Counseling in 1958.

From 1958 until 1961 he was employed as a counselor at the Guidance Center, University of Miami, Coral Gables, Florida. He was successively employed as a counselor, Assistant to the Dean of Administration, and as Director of Guidance at Miami-Dade Junior College, Miami, Florida, during the period from 1961 to 1966. Also, during this time he completed advanced course work at the University of Miami.

In 1966, he reentered the University of Florida where he earned the Specialist in Education Degree in Education Administration in 1967. He has assumed duties as Assistant Professor of Education at Florida Atlantic University, Boca Raton, Florida.

He is married to the former Ruth Hood Weller and has three children, Nancy Ann, Joseph, Jr., and Linda Joan.

He is a member of Phi Delta Kappa educational fraternity.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August, 1968

B. Sharp by M. C. Butler
Dean, College of Education

_____
Dean, Graduate School

Supervisory Committee:

[signature]
Chairman

[signatures]